

John Brendan Memorial Library

# PROCEEDINGS

OF THE

THIRTY-SIXTH CONVENTION

of the

# American Association of Workers for the Blind, Inc.

(Held at the Pick-Carter Hotel, Cleveland, Ohio, July 8-13, 1962)



ASSOCIATION HEADQUARTERS

1511 K Street N.W.

Washington 5, D.C.

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AMERICAN PRINTING  
HOUSE FOR THE BLIND

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OFFICERS, BOARD MEMBERS, ASSOCIATION  
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1961-1962

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GROUP OFFICERS

With the adoption of the revised "Constitution and By-laws" in 1961, the previous Groups A-I were disbanded, and six new numbered special interest groups were established, membership in such special interest groups to be determined by each member at the time of payment of annual membership dues in accordance with individual preference. Since no time was available for the organization of the new groups following the adoption of the new "Constitution and By-laws" at the 1961 Convention, the people listed below were designated as Temporary Chairmen of the new groups.

GROUP 1 — V. S. Harshbarger — *Administrators and Executives of Public and Voluntary Agencies serving blind persons at national, state and local levels, and Board Members of governing bodies.*

GROUP 2 — Harold Richterman — *Rehabilitation and Employment Services.*

GROUP 3 — Mrs. Charlyn Allen — *Social Case Services.*

GROUP 4 — George D. Heltzell — *Educational Services.*

GROUP 5 — George Gean Lorantos — *Literary and Library Services.*

GROUP 6 — Maurice Case — *Group Services: Recreation, Day Centers, Residences.*

# ASSOCIATION REPRESENTATIVES AND COMMITTEES — 1961-1962

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Gordon B. Connor, Ed.D., *Executive Secretary*

Jake Jacobson, *President*

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Joseph F. Clunk, *Chairman*

*Past President Members*

Hulen C. Walker; H. A. Wood

*Association Members*

Donald W. Overbeay; W. J. Strickland

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(Elected by the Membership of the Association)

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Marjorie S. Hooper; Milton A. Jahoda

### AAIB-AAWB BRAILLE AUTHORITY

(Appointed jointly by Presidents of AAIB and AAWB)

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Marjorie S. Hooper, *Secretary-Treasurer*

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Francis J. Cummings, Ph.D.; Howard H. Hanson; Marjorie S. Hooper; Arthur N. Magill;  
Louis H. Rives, Jr.; Mrs. Geraldine Rougnagnac; Peter J. Salmon, LL.D.; H. A. Wood

### CODE OF ETHICS STUDY COMMITTEE

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Raymond M. Dickinson; Alexander F. Handel, Ph.D.; Marjorie S. Hooper;  
William C. McGill; Peter J. Salmon, LL.D.

### HOME TEACHERS CERTIFICATION COMMITTEE

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Mrs. Sarah G. Wallace

### LEGISLATIVE COMMITTEE

George E. Keane, *Chairman*; Douglas C. MacFarland, Ph.D., *Co-Chairman*; M. Robert Barnett;  
Francis J. Cummings, Ph.D.; Cleo B. Dolan; George J. Emanuele; E. H. Gentry;  
Marjorie S. Hooper; Roy Kumpe; Winfield S. Rumsey; Allan W. Sherman;  
Robert H. Thompson, Pd.D.; Edward J. Waterhouse, Litt.D.

### MEMBERSHIP COMMITTEE

Norman M. Yoder, Ph.D., *Chairman*; H. Smith Shumway, *Co-Chairman*

### NECROLOGY COMMITTEE

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Roy Kumpe; Francis B. Ierardi; Francis J. Cummings, Ph.D.; J. Robert Atkinson;  
Peter J. Salmon, LL.D.; Colonel E. A. Baker, O.B.E., M.C., Croix de Guerre, N.Sc., LL.D.;  
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## HOST COMMITTEE

### PRIMARY HOST AGENCIES

The Cleveland Society for the Blind

*Mrs. Franklin Outcalt, Chairman*

Ohio Division of Services for the Blind

### PARTICIPATING HOST AGENCIES

Ohio Association of Worker for the Blind

Cincinnati Association for the Blind

Columbus Association for the Blind

Elyria Center for the Sightless, Inc.

Toledo Society for the Blind

Youngstown Society for the Blind and Disabled

Goodwill Industries of Dayton, Inc.

Ohio Valley Goodwill Industries, Rehabilitation Center, Cincinnati

Clovernook Home and School for the Blind, Cincinnati

Negro Sightless Society of Ohio, Cincinnati

Ohio State School for the Blind

Cleveland Public Library, Library for the Blind

Library for the Blind, Cincinnati

Pilot Dogs, Inc., Columbus

## TABLE OF CONTENTS

	PAGE
OFFICERS AND COMMITTEES, 1961-1962 .....	iii
LIST OF SPEAKERS .....	ix
THIRTY-SIXTH CONVENTION:	
<b>PAPERS PRESENTED AT GENERAL SESSIONS</b>	
<i>Opening Session, Sunday Evening, July 8:</i>	
Address of Welcome— <i>Ralph S. Locher</i> .....	1
Response to the Address of Welcome— <i>Allan W. Sherman</i> .....	2
Introduction of Dr. Gordon Connor, Executive Secretary, AAWB— <i>Louis H. Rives, Jr.</i> .....	3
Response to Introduction— <i>Gordon B. Connor, Ed.D.</i> .....	4
Residential Address— <i>Jake Jacobson</i> .....	6
<i>Monday Morning, July 9:</i>	
NINDB Research Program in Disorders of Vision— <i>Richard L. Masland, M.D.</i> .....	11
Application—The Touchstone of Research— <i>Eugene H. Guthrie, M.D.</i> .....	15
The Definition of Blindness: Introductions— <i>Irvin P. Schloss</i> .....	18
The Problem of Definition of Blindness— <i>A. E. Braley, M.D.</i> .....	20
The Model Reporting Area for Blindness Statistics; A New Approach to Uniform Statistics on the Blind— <i>Hyman Goldstein, Ph.D.</i> .....	23
<i>Tuesday Morning, July 10:</i>	
Report on Placement Counselor Training Program— <i>Louis Vieceli</i> .....	28
Use of Low Vision Aids in Employment— <i>Elmer F. Beckett</i> .....	37
Facing Our Competition in the Vending Stand Program; A Panel Discussion: Statement— <i>Louis H. Rives, Jr.</i> .....	39
Statement— <i>Robert J. Braverman</i> .....	40
<i>Tuesday Afternoon, July 10:</i>	
New Regional Service for Deaf-Blind Persons— <i>Peter J. Salmon, LL.D.</i> .....	45
Deaf-Blind Children, Perkins School for the Blind— <i>Edward J. Waterhouse, Litt.D.</i> .....	47
Deaf-Blind Persons and Their Needs— <i>M. Robert Barnett</i> .....	49
Deaf-Blind Persons and Their Need, as Seen by a National Agency— <i>Joseph Hunt</i> .....	58

*Wednesday Morning, July 11:*

Leisure Activities of Blind Adults— <i>Eric Josephson, Ph.D.</i>	62
Why Home Teaching Services?— <i>Una Helen Guillot</i>	70
Specialized Problems Social Workers Who Are Blind Must Meet in Practicing Their Profession— <i>Isabel R. Bellander, M.S.S.</i>	73
The Means to What End?— <i>Mrs. Sammie K. Rankin</i>	77
Progress Report on Study "Home Teachers of the Adult Blind"— <i>Elizabeth Cosgrove</i>	79

*Thursday Afternoon, July 12:*

Education in Its Pertinent Phases— <i>Maurice Olsen</i>	83
Literature—As Education— <i>Ruth E. Warncke</i>	89
Some Problems and Experience in Redirecting the Program of a Publishing House for the Blind— <i>Wilmer M. Froistad</i>	94
Volunteers and Blind Musicians— <i>George C. Bennette</i>	99
Cooperation Plus Skills Equal Enrichment— <i>Effie Lee Morris</i>	102

## BUSINESS MEETINGS

Minutes of 1962 Convention—*Louis H. Rives, Jr., Secretary* ..... 107

Reports of Board of Directors, Treasurer, and Standing and Convention Committees:

Report of Board of Directors— <i>Gordon B. Connor, Ed.D., Executive Secretary</i>	110
Report of the Treasurer— <i>George Werntz, Jr.</i>	110
Report of the AAIB-AAWB Braille Authority— <i>Bernard M. Krebs, Chairman</i>	113
Report of the Committee on Administrative Structure and Fiscal Control— <i>Allan W. Sherman, Chairman</i>	116
Report of Ethics Committee— <i>Arthur L. Voorhees, Chairman</i>	117
Report of the Code of Ethics Study Committee— <i>McAllister C. Upshaw, Chairman</i>	119
Report of Home Teachers Certification Committee— <i>Raymond M. Dickinson, Chairman</i>	122
Report of Legislative Committee— <i>George E. Keane, Chairman</i>	123
Report of Membership Committee— <i>Norman M. Yoder, Ph.D., Chairman</i>	128
Report of Necrology Committee— <i>Reverend A. D. Croft, Chairman</i>	129
Report of the Resolutions Committee— <i>Francis J. Cummings, Ph.D., Chairman</i>	130

Reports from Agencies, Associations and Organizations:

Report of the American Association of Instructors of the Blind— <i>J. M. Woolly, President</i>	131
Report of the American Foundation for the Blind— <i>M. Robert Barnett, Executive Director</i>	134
Report of the American Printing House for the Blind— <i>Marjorie S. Hooper, Braille and Large Type Editor</i>	135
Report of the World Council for the Welfare of the Blind— <i>M. Robert Barnett, Chairman, U. S. Delegation</i>	138

## SPECIAL GENERAL MEETINGS

Monday Noon, July 9—*Alfred Allen Memorial Membership Luncheon:*

Presentation of the Alfred Allen Award to Mrs. Annie B. Johnson— <i>H. A. Wood</i> .....	141
Acceptance of the Alfred Allen Award— <i>Mrs. Annie B. F. Johnson</i> .....	142
Address to Membership Luncheon— <i>E. W. Christiansen</i> .....	143

Thursday Evening, July 12—*Ambrose M. Shotwell Memorial Banquet:*

Presentation of Scroll to Mary E. Switzer— <i>Mrs. Lee Johnston</i> .....	148
Presentation of Medal to Mary E. Switzer— <i>Peter J. Salmon, LL.D.</i> .....	151

## GROUP MEETINGS

### Group 1

Functional Definitions of Impaired Vision: The Implication for Service Programs:

The Philosophical Viewpoint— <i>Reverend Thomas J. Carroll</i> .....	154
The National Viewpoint— <i>Milton D. Graham, Ph.D.</i> .....	157
The State and Local Viewpoint— <i>Douglas C. MacFarland, Ph.D.</i> .....	160
Visual Efficiency as a Criterion of Service Needs— <i>Richard E. Hoover, M.D.</i> .....	162

### Group 2

Presentation of John H. McAulay Award— <i>Arthur L. Voorhees</i> .....	165
Acceptance of John H. McAulay Award— <i>Griffin H. Eastin</i> .....	166

### Group 4 (Music Section)

The Operation of the National Braille Music Transcription Service of the CNIB— <i>Robert Robitaille</i> .....	167
The Art of Fine Tuning, Regulating and Repair— <i>Joseph M. Gustin</i> .....	169
Home Study Course in Braille Music Notation— <i>Margaret Butow</i> .....	171
How the Blind Music Teacher Instructs Sighted Students— <i>Nicolas Constantinidis</i> .....	172

CODE OF ETHICS OF THE AAWB .....

STATEMENT OF PRINCIPLES AND POLICIES OF THE AAWB ON  
SERVICES AND BENEFITS TO BLIND AND VISUALLY IMPAIRED PERSONS ..

CODE OF ETHICS OF THE AAWB .....

AGENCY AND CONTRIBUTING MEMBERS FOR 1962 .....

MEMBERSHIP ROSTER FOR 1962 .....

OFFICERS AND COMMITTEES, 1962-1963 .....

## LIST OF SPEAKERS

	PAGE		PAGE
Barnett, M. Robert .....	49, 134, 138	Johnson, Mrs. Annie B. ....	142
Beckett, Elmer F. ....	37	Johnston, Mrs. Lee .....	148
Bellander, Isabel R., M.S.S. ....	73	Josephson, Eric, Ph.D. ....	62
Bennette, George G. ....	99	Keane, George E. ....	123
Braley, A. E., M.D. ....	20	Krebs, Bernard M. ....	113
Braverman, Robert J. ....	40	Locher, Ralph S. ....	1
Butow, Margaret ....	171	MacFarland, Douglas C., Ph.D. ....	160
Carroll, Reverend Thomas J. ....	154	Masland, Richard L., M.D. ....	11
Christiansen, E. W. ....	143	Morris, Effie Lee ....	102
Connor, Gordon B., Ed.D. ....	4, 110	Olsen, Maurice ....	83
Constantinidis, Nicolas ....	172	Rankin, Mrs. Sammie K. ....	77
Cosgrove, Elizabeth ....	79	Rives, Louis H., Jr. ....	3, 39, 107
Croft, Reverend A. D. ....	129	Robitaille, Robert ....	167
Cummings, Francis J., Ph.D. ....	130	Salmon, Peter J., LL.D. ....	45, 151
Dickinson, Raymond M. ....	122	Schloss, Irvin P. ....	18
Eastin, Griffin H. ....	166	Sherman, Allan W. ....	2, 116
Froistad, Wilmer M. ....	94	Upshaw, McAllister C. ....	119
Goldstein, Hyman, Ph.D. ....	23	Vieceli, Louis ....	28
Graham, Milton D., Ph.D. ....	157	Voorhees, Arthur L. ....	117, 165
Guillot, Una Helen ....	70	Warncke, Ruth E. ....	89
Gustin, Joseph M. ....	169	Waterhouse, Edward J., Litt.D. ....	47
Guthrie, Eugene H., M.D. ....	15	Werntz, George, Jr. ....	110
Hooper, Marjorie S. ....	135	Wood, H. A. ....	141
Hoover, Richard E., M.D. ....	162	Woolly, J. M. ....	131
Hunt, Joseph ....	58	Yoder, Norman M., Ph.D. ....	128
Jacobson, Jake ....	6		



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## PAPERS PRESENTED AT OPENING SESSION

*Chairman—John Henle, Chief  
Division of Services for the Blind, Ohio Department  
of Public Welfare, Columbus, Ohio*

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### ADDRESS OF WELCOME

Ralph S. Locher, Law Director  
City of Cleveland, Ohio

It is indeed an honor for me to represent Mayor Celebrezee tonight and welcome all of you here, including those of you from Canada, our great neighbor to the north.

Cleveland is known for many things. We are known for the cultural gardens which were the first of its kind in the United States, and perhaps the world, where every ethnic group is represented by a garden. We are known for the four great universities and University Circle, where there is the greatest aggregation and accumulation of cultural institutions for that particular size and area and the greatest such concentration in the world. We are known for Terminal Tower, the tallest building west of New York City, and for having a great industrial, commercial and cultural complex here. We are known, as you probably well know, for our activities with regard to the very subject of this convention. In fact the Community Chest, which is the center of our great welfare work here, the Community Chest idea was formulated in Cleveland, Ohio. And that probably happened because of a great Mayor of Cleveland, Newton D. Baker, who, from the turn of the century to about 1916, was active in Cleveland's government, first as Law Director under Tom L. Johnson, and later as Mayor, and then, of course, a member of President Wilson's cabinet. But Newton D. Baker coined the phrase "civitism", a combination of patriotism and civic consciousness, and we feel still that civitism has been the guiding theme of Cleveland for these many years since Newton D. Baker. And that is probably the reason for

the Community Chest idea beginning here, and for the great stress that is placed upon private, as well as public, welfare programs.

But over and above these many physical advantages and assets that I have pointed out, we like to think in Cleveland that our greatest asset is not a building, nor a university, nor indeed a church, nor a school, although all of the things I have mentioned are terribly important, but we like to believe that, to a degree greater than anywhere else in the world, the attitude, or theme, or philosophy, or perhaps I should call it a way of life, prevails here more than anywhere else; that each individual person is judged, and measured, and gauged, not on the basis of what organization or group, ethnic or otherwise, he might happen to belong to, but rather, he is measured by the standards of his own individual worth. And that also grew out of the civitism of Newton D. Baker and Tom L. Johnson, and the many mayors who followed.

It has been a real treat for me to welcome this wonderful group to our city. The welcome we extend is a warm one. We also welcome you in a selfish way in that we know that we will gain a great deal more from your example and from your deliberations than we can ever expect to give. Because our country and our state, and therefore this great city, is engaged in a great global struggle, I need not tell you about the terrific stakes that are involved, and that our fate as a country literally hangs in the balance. But from your sacrificial and dedicated work, and from the example which you afford us, we know that

our country will be made strong and courageous and able to prevail and sustain itself in this great conflict in which we are engaged internationally.

So welcome to Cleveland. I hope that you will be able to go to these many places I have mentioned. I know that your deliberations will be productive. And I know, too,

from the great history of your organization, that your decisions will be made, not on the basis of what is feasible and easy, but rather on the bedrock basis of what is right. Welcome to Cleveland. We are happy to have you here for the first time. We hope you will come again real soon. Thank you very much.

## RESPONSE TO THE ADDRESS OF WELCOME

Allan W. Sherman, Executive Director  
New York Association for the Blind, New York, New York

Mr. Locher, Mr. Henle, Reverend Recker, Mrs. Outcault, President Jacobson, Past-President Wood and members of AAWB:

It is a very real pleasure for me to have this opportunity to respond briefly to the welcome brought to us from Governor DiSalle by John Henle and the good wishes of Mayor Celebreeze conveyed to us so ably by Mr. Locher. It was particularly gratifying to have a message from Mr. Edward Moriarty, Director of Rehabilitation in Ohio, and a close professional and personal friend of mine.

AAWB is happy to be in Cleveland, and we are most grateful to the participating host agencies for all of their planning and hard work which will make this a great meeting. We want to express our thanks particularly to the Cleveland Society for the Blind, its President Mrs. Clark Brunner, its Director Cleo Dolan, the Volunteer Chairman for this convention Mrs. Richard Outcault and her host of wonderful volunteer workers who, together with the staff of the Society, are as usual doing such a great job. Of course, it is a very happy occasion for me to have this privilege. For me this is a "homecoming", a return to a homeland of many happy and productive years. It is often said that a prophet is without honor in his own country, but now that I have become a traveller from another land, perhaps the Cleveland folks will believe me when I tell them how great they are. I said, when leaving Cleveland to go to New York, that part of me and my heart would stay here in Cleveland. This is true of me, and I think

it is true of all of us who become, through our work, such an integral part of the community that we are bound to leave much of ourselves behind when we leave. So it is good to be back home.

Cleveland really is a great place. As Mr. Locher has told you, the reason is not its buildings or its great manufacturing potential, but rather its people who in an unusual way make it a great place in which to work and live. Here in Cleveland you will find a co-operative spirit, a friendly warmth, mingled with good conservatism in an unusual way. I recall attending a public meeting of the Cleveland Foundation honoring three new college presidents in Cleveland. The first college president told about the history of Cleveland: its being part of the Western Reserve, it then being composed of settlers from New England, mostly from Connecticut, who came out here to develop this whole area. These people were conservative New Englanders, but as they got further west they became more friendly. Cleveland people became a combination of these things, friendly and conservative. And the next president said "Yes, these folks here in Cleveland are New Englanders, warmed over." And the third president said, "Oh nothing of the kind, these people are New Englanders warmed up." And that is the way I found them, and I think that is the way you will find them, too.

Cleveland is a city of many firsts. It has an international and national reputation for an unusual combination of professional and

volunteer work on behalf of this community. Here, people work together in a very unusual way, and I hope that a lot of this will rub off on us while we are here. In work for the blind in Cleveland we, of course, have been very proud of the work that was begun many years ago by the citizens themselves, then carried on by Mrs. Eva Brewer Palmer, the first Director of the Cleveland Society, and aided by such pioneers as Joe Clunk with his placement in industry program, other staff members and a host of volunteer workers. There are many of these volunteer workers here tonight, but I would like to name one volunteer out of all these — a person who represents them, Mrs. David W. Fruckelton, who has given many years of her life to this work and to blind people.

Cleveland has three Migel winners among its people: Mrs. Palmer, Mrs. Harold T. Clark and now Mrs. Eleanor Smith. In addition, the first Director of the American Foundation of the Blind and one of the early founders of AAWB was Dr. Robert Irwin. He was an outstanding leader in our work for many years. Robert Irwin began his career here in Cleveland as the Director of the program for blind children in the public

schools. These classes were among the earliest public school classes for blind children in the country. And here with us tonight is a person who has carried on Bob Irwin's work and added much to it through the development of parent counselling programs which, during the retrolental-fibroplasia era, became so important. I salute Miss Harriet Totman.

Cleveland is not new to work for the blind, as you can see. In 1931 the World Conference for the Blind was held here in Cleveland, Western Reserve University was the center for Home Teacher training for many years, now this national meeting, and we hope that there will be others. The AAWB is most happy to be here. We are sure that, as we move forward under new plans and people who are working under these plans very well, we will continue to have a wonderfully fine organization, that this organization will go forward to become even more important in work for the blind and to provide that leadership to communities which is so important. We feel that this getting together of AAWB and Cleveland, in all its ways, is a wonderful marriage. We wish it could last for more than the few days. AAWB is most happy to be here. Thank you.

## INTRODUCTION OF DR. GORDON CONNOR, EXECUTIVE SECRETARY AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND

Louis H. Rives, Jr., AAWB Corporate Secretary  
Chief, Division of Services to the Blind, Office of Vocational  
Rehabilitation, Department of Health, Education, and Welfare  
Washington, D.C.

There could be for me, I guess, no happier occasion than the very short task that I have this evening. You know that last November we had a problem of securing a new Executive Secretary for the Association. For two reasons, first, because I was the only officer in Washington, and second, because my resistance was very low that day, I was asked by the Executive Committee, and accepted, the job of trying to hold things together in Washington until a new Executive Secretary could be found and appointed.

First, I want to apologize to all of you members for the poor service that you got during the time that I was Acting Executive Secretary. I am sorry about it, but there was not much I could do. My regular job, with the kind of problems that John mentioned, keeps me busy all days, most nights, and several weekends, and we had to sandwich the responsibilities of AAWB in at late nights and Sundays, and so on. But the job that was done, and I am somewhat proud of what was done because we have grown even during this

period, was done because of the devoted work of many people, and because of your patience and your forbearance.

The arrangements for this convention, which of course is one of the major functions of the Executive Secretary, were really made rather simple this time because of the excellent work that was done here in Cleveland. I want personally and very much to thank Cleo Dolan, Carl Johnson, and Marjorie Lampert for the yeoman service that they did in making plans for this convention, and in doing so well much of the responsibility that should ordinarily fall onto the Washington office.

During this time that we were holding things together there, the major job was to find someone who could carry on the revitalized activities of the American Association of Workers for the Blind. I did not mind taking on the job on an acting basis, because I believe that this organization is worth a sacrifice. I believe that it has an important role to play in the future of work with the blind, as it has played an important role in the past. And I believe that it is going to be important to its members, not by any personal privilege or benefit that they may get, but because, through it, work for the blind and services to blind people will be strengthened. That was

why I was willing and happy to make what contribution I could during this period.

We were willing to wait awhile because we wanted to find someone who embodied the professional attributes, the heart, the courage, and the character to give to the American Association of Workers for the Blind in its full-time job the kind of leadership that we wanted it to have. We sought long for this person, and we found him, I think. We found someone who, by personal dedication and professional preparation, brings to the job of Executive Secretary the real strength that we need. He will call upon you for the best cooperation you have. He will call upon you for sacrifice, for assistance, for guidance, and I know you will give it to him. He will give you in return true professional leadership, strength of character, and devotion to the idea that work for the blind is important, that it is a vital service, that it must go on, go on with all that is strong and good until the American Association of Workers for the Blind achieves the eminence, the prestige, the national leadership which it should and will have. This is a big order, but we have got a big man to do it. It is my real, personal pleasure to present to you Dr. Gordon Connor, your new Executive Secretary.

## RESPONSE TO INTRODUCTION

Gordon B. Connor, Ed.D., AAWB Executive Secretary

Friends:

This most generous introduction by my predecessor, Mr. Rives, reminds me of what some people have called White's Law. White's Law, simply stated, says, "The greater the dedication, the greater the hostility."

I can recall being introduced once and the introduction took 30 seconds — I felt very comfortable! On another occasion, the introduction took 10 minutes, and I felt very uncomfortable. There just was no conceivable way for me to live up to that introduction! I took a long fall. My guess is, however, that Mr. Rives is entitled to a generous amount of hostility because of the added burden he has assumed for us during this rather difficult

transition period. With that qualification Mr. Rives, I thank you for your kind words and I thank you for all you have done for us over the past six or seven months.

I have done a lot of thinking about what I wanted to say tonight. I made an attempt to put it on paper, and it was sickening. It oozed insipid, inspirational cliches. You deserve better than that. I shall try to eliminate the phoniness and be as honest as I can.

Although still able to measure service to you as your Executive Secretary in terms of days, it is good to have this chance to speak to you briefly.

Before accepting this position, I had to answer a few questions for myself. I had a

painful decision to make. Would my former agency, the Greater Pittsburgh Guild for the Blind, continue to grow and develop? Careful examination and painful staff self-evaluation convinced me that it would. This was difficult for me to accept! But the program is good, the staff is strong, and the new leadership is capable.

Next, I tried to apply rather crass criteria of "give and take". What could I give to this Association and what could I get? Your Executive Committee felt I could "give" in terms of administrative skills and leadership, and I felt I could "get" in terms of professional growth and fulfillment.

Since accepting this appointment, I have talked with many people in the field. Some were members and some were not. These people represented a wide variation in philosophy and special interest. Although we should not expect unanimity of such widely differing groups, I thought I detected it in two areas. All agreed that AAWB has problems and that "something" must be done about them — and very often these people communicated to me pretty intense feelings of anger, hostility, grievance, and more grievances.

My first job was as a high school teacher and football coach in northern Vermont. As I prepared to go to this job, I looked up a nationally respected college football coach in Boston, Gilmour Dobie — some of you may remember him — for guidance and counsel. Besides helping me with the technical aspects of football, Mr. Dobie turned out to be quite a philosopher! He said that every football coach should leave town at the end of three years because of what he called the "law of accumulated grievances." Each year, 90 youngsters go out for the team, and the coach cuts 50 from the squad, and then only 11 boys can start the game. This leaves 79 boys having a grievance against the coach, and they each have a mother, a father, aunts, uncles, and friends. Thus, according to the law of accumulated grievances, the town does not have much use for the coach at the end of three years.

I submit to you that the law of accumulated grievances appears to have been working overtime against our Association!

I would ask for an end to fruitless emotional entanglements which lend heat but not light to problems. We should seek, instead, to foster fruitful confrontation of differing intelligences, leading to more effective solutions of the problems of the blind persons we are all interested in.

Our problems are many and they almost seem symptomatic of our field. Time does not permit a thorough exploration, but to name a few:

1. **Fragmentation and unnecessary duplication leading to inefficiency and dilution of standards.** Just two comments here. So often we fail to be definitive of our function and seek to provide womb-to-tomb service over and above the problems of blindness as we seek to solve *all* of the problems of blind persons. In this connection, I have recently distinguished between the function of an *agency* and that of an *association* as a base for further consideration. I see an agency providing direct services to a client, whereas an association is a banding together of those providing such services — for the best interest of each.

2. **Vested interest, special interests, and resistance to change and progress.** Here defensiveness raises its ugly head as we seek to retain the security of the past. Whenever change is involved a very normal conflict takes place — a conflict between the biological need to grow and the psychological urge to retain the safety and security of the status quo. In all of us there exists this conflict — individuals and organizations alike — and the pain comes about from our unwillingness to face it! This strikes pretty close to home for me at this time. The psychologists have a name for it — promotion neurosis! It is, however, essential that we face reality — we don't have to like it!

3. **Our tardiness in seeking to professionalize the field through the development of standards, accreditation, evaluation and sanctions.** Altogether too often we have indulged in semantic chicanery, as we have taken from the rapidly developing new knowledge only the fancy words while continuing obsolete practices.

4. **Lack of money.** Since I left the affluent field of public education, I have worked

for three organizations in this field, the Boston Catholic Guild for the Blind, the Greater Pittsburgh Guild for the Blind, and AAWB. This may be a sad reflection on me, but in each of these organizations lack of money is a most serious problem. The time must come when we take a look at the economic umbilical cord which binds this Association to the Federal Office of Vocational Rehabilitation and the American Foundation for the Blind. Realistically, this is for the future, but face it we must! In school they taught me of the "power of the purse", and twenty-four years of marriage have taught me that "she calls the tune who controls the purse."

There are, of course, other problems: low annual memberships, low agency memberships, and a lack of communication and relations with AAIB, NIB, NFB, and NRA, to mention a few. For the future, we can continue to identify and define these problems and then set about seeking solutions.

We have some good tools to help us with our problem-solving task. One of the most valuable is to be found in the exciting "trend" noticed in this Association in recent months — a trend triggered by outstanding leaders in our field and spreading rapidly! WEBSTER tells us that the word "trend" means "to turn about, to take a particular direction, to turn in a specified or implied direction!" A nuance of the word "trend" implies ground-swell or grass-roots action. Solid evidence of this trend was indicated in St. Louis last sum-

mer, as this Association amended its Constitution and By-laws in order to provide an effective instrument to implement this trend. There is further evidence of this stimulating trend all around us.

Now I am an educator who, after ten or eleven years as a pretty active amateur, entered this field as a professional about 1953. As an amateur, I looked for the answers to some of the problems resulting from the fact that one of my children was born blind. While this fact guided me to this field, I would expect my present motivation to have a broader base. My work in this field has been concerned with the highly specialized area of special rehabilitation — the rehabilitation of sighted adults who have become blind. During my years in this field, I was indoctrinated and nourished on the exciting new philosophy and concepts of special rehabilitation. In serving you, I shall not compromise that philosophy nor those concepts one iota!

As an educator and rehabilitation specialist I used to like to think I had all the answers—or at least I felt I knew where to get them. It is most disquieting at this time to find that not only do I *not* have all the answers — I don't even know many of the questions!

Now we are a long way from Utopia. We have an on-going job of work to do. But the signs are there. The indications are strong, and growing stronger, that we want to do the job that needs to be done, so that this Association can assume its rightful position in the field of work with blind persons!

## PRESIDENTIAL ADDRESS

Jake Jacobson, President

Portsmouth, Virginia

As all of you know, in November, 1961, our Executive Secretary resigned, and since this position is so important and vital to the successful operation of the AAWB, your Board needed time to get a competent replacement. First, the position had to be advertised, applications processed, studied, etc.

It was a problem to find someone who could act during the interim. Mr. Louis

Rives, Corporate Secretary of the AAWB and Chief, Services of the Blind of OVR, agreed to act as Executive Secretary, and we all know Mr. Rives is kept busy with his own work. To take on another task with the magnitude of Executive Secretary of the AAWB was really outstanding on his part.

I want to take this opportunity to thank him for the job which he did from Novem-

ber, 1961, until June 11, 1962, when Dr. Gordon B. Connor, who has just recently been presented to you, took over. Lou worked hard, and it was trying. I know he had many problems to face. He was not prepared for this task which burdened him with many, many hours of extra work. I want to thank my Board and Executive Committee for the many hard hours they put in trying to carry on without the assistance of a full-time Executive Secretary. Again, thanks to all of you.

I also want to take this opportunity to thank all my committees, officers, and particularly Miss Hooper, your President-Elect, for their unfailing loyalty to the AAWB and myself during this trying period.

I also want to thank Miss Hooper and Mr. Rives and their Committee for a program which we will enjoy this coming week. The members of this committee have worked hard with your Chairman and Co-Chairman.

You may say that, at this point, I have finished thanking those who have worked so hard. I know others of you have worked hard—the Membership Committee, the Convention Committee, the Committee on Structure and Fiscal Control, and the many, many other committees.

I am not going to recite a lot of statistics; however, I do wish to quote several figures as to membership. In 1935-1936 there were 264 members on the roster of AAWB, and in 1937-1938 it had increased to 327. At the time of this convention our membership is approximately 1,000. The growth of our membership has not kept up with the times, particularly when you consider the tremendous growth and enlargement in creation of agencies for the blind since 1935-37.

What does the AAWB mean to me, and I can say what should it mean to you?

First, in looking over the membership today, that is, from the standpoint of education, positions held by the blind, the standards of living, etc., in comparison with that of 1935, it does my heart good to see so many more blind people attending our conventions. The wonderful thing about it is that most of us here this evening are well-educated, with college degrees, not that college degrees mean that the holders of such degrees are always successful, but it does have a lot to do with

raising the standard of our membership and of the work we do.

In 1935, those who attended the convention, blind or sighted, were sincere and earnest, and had a desire to make the AAWB a great, outstanding and beneficial organization, and to render a valuable service to those whom they served. However, the qualifications of those who attended a convention back in those days were far short of those attending today. Most did not have degrees or special training.

I will not try to tell you how many holders of Ph.D.'s, Masters or Bachelor degrees we had in 1935. Frankly, I do not know, but I do know this — that this hall is full of holders of Ph.D.'s, Masters and Bachelor Degrees. That, in itself, speaks well of those in the work for the blind, particularly those in the work during the years I have spoken about, which have made it possible for so many of you young people to be where you are today. In looking back over the years from 1935 to the present time, it overwhelms me and makes me feel proud that I have played just a little part in this wonderful development in our field of endeavor.

I would say there are not many present tonight who know as many people attending this convention as I do. I have made it my practice to meet and mix with the bulk of the members during a convention, and I must say sincerely and truthfully that, although I am not what you would call a professional worker for the blind, I do get a big thrill and much pleasure out of coming to the conventions and meeting with people with your ability and training.

One of the fields of endeavor of our work in which I have noticed an outstanding improvement is in the field of home teachers. During my first convention, it was my pleasure to meet and associate with some home teachers from different parts of our nation. They were sincere, hard-working and I know in their own way they tried to do a good job. But the AAWB was not satisfied with the quality and qualifications of the home teachers at that time, and the Home Teachers Certification Committee was set up. I know this was hard on a lot of those people I knew back in 1935 and 1937, and eventually it more or less pushed a lot of them out of the field,

but it was to the good of those people who were to be served by the home teachers that the qualifications and requirements of home teachers should be put on a higher level.

The AAWB brought this about, and, through the efforts of the Certification Committee, the standards of our home teachers have been improved. I can proudly say that it is one of the great successes of the AAWB.

Briefly, the AAWB established the Ethics Committee and Seal of Good Practice. I will grant you we have a long way to go. During this convention, you will hear a report dealing with the Ethics Committee, and the possibility of a study to be made by the American Foundation for the Blind, or a specially created committee on Ethics and Practices. We haven't scratched the surface really in this field, but nothing can be accomplished overnight, and you know this as well as I do.

All I ask is that the membership cooperate with your Ethics Committee, and with the study that is to be made, and when we finally receive the report from the Foundation or whoever makes this study, our organization will be the one to carry out the findings of this study. Since we are not an agency but an organization composed of all phases of work for the blind, we are the only organization that is qualified to carry out these findings.

Next, the AAWB has done much in the legislative field. We have accomplished over a period of years much toward the cause of our people. For the past three years, Mr. George Keane of the IHB has been Chairman of the Legislative Committee, and I want to take my hat off to him and his committee for a job well done.

Keep this in mind, my friends, that the Legislative Committee is a valuable one, and for that reason, and if for no other reason, the membership of our organization should be large, to show the legislators of our country that the blind of America are behind this Committee and the work it is trying to do.

I will not attempt to review the work of this Committee; you will receive a report from Mr. Keane later on during the convention. During the years, you have received correspondence on its work and a great number of you have participated in it. Look back over

the past few years and you will realize the importance of the AAWB in this field alone.

We have often heard the question asked, "What can the AAWB do for me, or give me?" This bothers me to no end. It disturbs me much. Although I am not a professional worker as some of you would like to say, I still feel that the AAWB is the greatest, most outstanding organization of workers for the blind in the world. I do not know much about other countries and the work done in those countries. Therefore, you might say I am going out on a limb making this statement, but I do know this — that the AAWB means a lot to me, and it should mean a lot to you.

When the Committee on Fiscal Control and Structure, under the capable leadership of Mr. Allan Sherman, met in Washington in 1961, to go over the first draft of the new constitution, a long discussion was had as to whether or not to make this a strictly professional organization, or, as it says, a social-action group.

According to the new Constitution, this is now a social-action group. If you study the composition of the AAWB more carefully than this, although on paper it is a social-action group, it is still the only organization with membership in the United States and Canada that is truly representative of all phases of work for the blind. You might say it is a "togetherness organization," in that those of us here assembled tonight represent all phases of work as stated above. And what do we do? For the coming week, we discuss, we argue, we teach each other, and learn from each other, the best programs to follow in fulfilling our aims and our ideals. Isn't this worth something to you?

What, I ask, does the AAWB give you? It will not give you anything. This is not a charitable organization. We are not here for hand-outs. We are here to give — give what? To give of our time and our efforts and ourselves to those whom we are trying to serve.

If, during this week here, you can say to me or to yourself or to your friends here, that you haven't learned something that would do you good in the future, then you have wasted your time at the convention. I doubt it, and

I dare say, not one of you has ever attended one of these conventions or received proceedings or literature from this organization who hasn't gained something. Isn't that worth something to you? Isn't it even worth something to you when you come here and meet your friends from all over the country to see what they are doing in their work, and what they have accomplished in the last year or years? Do you think what you have accomplished, you have accomplished alone?

I challenge any one of you to say that you have done what you have done without some assistance or something you have learned through your membership in the AAWB.

Ask the question again, "What does the AAWB give me?" It is ridiculous to expect me to tell you what it has given you. I have tried to point out some of our activities, and I know every one of you has gained something from them.

In my humble opinion the AAWB is the voice of the blind of America. It is the one organization that is truly representative and it is the only organization for bringing together so many people from so many walks of life in our one field. Therefore, we must support the AAWB with all we have; we must make it the strongest organization. We must make its membership so large that when we speak our Congress should know that we are speaking for the blind, that we speak with authority and full support for those in our organization and for those for whom we have worked. If there is a constant bickering among ourselves as to what type of an organization we have, and for one little petty something or other we do not maintain our membership in this organization, then there is something wrong.

I feel it is the duty of each head of a local organization of workers for the blind and agencies to have each of his staff become a member of the AAWB. At one committee meeting I attended, and I will not mention any names, one of the members of the committee said that, of his organization of approximately two hundred members, he was the only one who was a member of the AAWB because this is not a strictly professional organization. I disagree wholeheartedly with this party and with anyone else who feels this

way. I want to take this opportunity to say to the heads of agencies that you are not supporting the AAWB. It is not all right for just you or for several members of your staff to be members of this organization, but you should insist that *all* members of your staff be members of this organization; furthermore, not only to pay dues, but to be active members of this organization.

As stated above, each and everyone of you and the agencies you represent have at one time or another gained from the experience you have received from the AAWB and your membership in the AAWB. Why take advantage of the AAWB by only having a token membership, when a large staff is receiving benefits from the AAWB. Why not support the AAWB? We need it, and we need it badly. We need the individual memberships as well as sustaining memberships. And again, I want to say I have criticism for the heads of agencies who do not support us in the true and loyal sense. There isn't any use or any reason for any of you to think that, "Well, we will form a new and strictly professional organization." Actually that is impossible today. One of our national organizations until recently tried to maintain a strictly professional organization, but it, too, is soliciting membership from those of us at large. We have too many organizations already in existence in the work for the blind today, so let's make the best of what we have; let's support the AAWB and make it strong. I hope that each and everyone of you individually, and as heads of agencies, will make an effort to increase the membership of the AAWB during the coming year.

Finally, I wish to say this: there is a lot of misunderstanding of the new Constitution which was adopted in St. Louis in 1961. Naturally, this is to be expected, and I hope that during the coming convention if any of you have any questions, please call on me, or any member of the Executive Committee and we will try to clarify the point or points that are worrying you. It is true that the groups have been reorganized, reducing them from nine to six groups which should make the organization more efficient, capable of better programming, and with less conflict between group and sectional meetings. In the past,

there have been too many meetings going on at one time with good programs which individual members could only attend one at a time. It is my hope that, when the groups meet, a member of the Executive Committee will attend and answer any questions that may arise as to membership in the groups and the purposes, etc., of the new groups. But again,

please do not hesitate to call on us for clarification of any point.

I want to thank you for your attention, but, please cooperate with me and your Board and let's make the AAWB what it should be, the strongest, the greatest, the most wonderful organization of workers for the blind in the world.

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## PAPERS PRESENTED AT MONDAY MORNING GENERAL SESSION

*Chairman*—Allan W. Sherman, Executive Director  
New York Association for the Blind, New York, New York

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### NINDB RESEARCH PROGRAM IN DISORDERS OF VISION

Richard L. Masland, M.D., Director  
National Institute of Neurological Diseases and Blindness  
Public Health Service, U. S. Department of Health,  
Education, and Welfare, Washington, D. C.

It is an honor for me to be with you in Cleveland today at the convention of an organization which has worked with the blind for over half a century. During this time, research has led to great progress in preventing and treating eye disorders. Research gains are also encouraging in the care, education, and rehabilitation of the blind and the visually handicapped. All of us are grateful that the situation today is a greatly improved one, but we are also deeply conscious of the many unmet needs of all these areas.

I am glad that the leaders who have planned this program have made it possible for us to consider together not only the current research program, but also its application which Dr. Guthrie will discuss. The cooperation of the public in applying these benefits of research findings is needed today more than ever before, since many causes of blindness can now be controlled by early detection and prompt medical care.

During the past decade, the National Institute of Neurological Diseases and Blindness has been conducting and sponsoring research in many disorders of vision. Also, it has given serious attention to the training of ophthalmologists to fill teaching and research needs. Funds allocated by the Institute to research and training have increased from less than \$100,000 for the total effort in disorders of vision to over \$10,000,000. But more significant than the amount of money

now spent is the degree of interest which eye research has generated across the country. More scientists are now trained to conduct research, and more medical centers have research programs which are seeking clues to the many still unanswered questions.

It is difficult for many people to understand how complex any area of research is, how many separate findings are necessary to solve any one problem, and how slowly most of these findings are revealed. Of course, research itself implies unknowns, and to a certain degree is an uncharted realm. Nevertheless, most of it is not a random effort, but rather a matter of uncovering many small answers and then melding them, fragment by fragment. Sometimes a finding occurs, in even an unrelated field, which suddenly leads to rapid new advances. For the most part, however, scientific evidence accumulates gradually, pointing the way to the most promising research avenues.

The research effort of the Institute is divided into several major categories of disorders: the glaucomas; cataracts; the retinopathies and neurological mechanisms of vision; the inflammatory and parasitic disorders; metabolic and degenerative conditions; strabismus and other neuromuscular disorders; eye injuries, and tumors. In addition to these investigations which are directed toward the solution of problems relating to a specific disease, there are many others concerned with

increasing our general knowledge of the eye and how it functions.

I would like to talk with you first about the broad effort in one of these research categories—glaucoma—to give you an idea of the many facets of research which simultaneously must be pursued in a single problem area. Then I would like to spend a few minutes on some selected approaches we are attempting to develop in some of the other major categories.

A few answers have been found in glaucoma which are of interest to all of us, but much remains to be discovered. Present findings indicate that the glaucomas have in common an increase in pressure within the globe of the eye which destroys the nerve fibers in the retina, and results in a visual defect. Ways have been found to measure this pressure in many instances. Since increased pressure may precede the visual loss, this is a useful diagnostic technique. Furthermore, if the pressure increase is recognized early, we can sometimes relieve this pressure by medication or even surgery, thus preventing the occurrence of visual loss.

From a synthesis of knowledge now available, it appears that intraocular pressure is caused in some cases by interference with the flow of fluid out of the chambers of the eye. In other instances, it is caused by faulty excretion or increased production of this fluid—the "aqueous humor." There is some suggestion that there is a neural mechanism for the regulation of this pressure, alterations of which can lead to a self-perpetuating disorder of pressure. There is known to be a high familial incidence in glaucoma, suggesting that some inherent characteristic of the eye may predispose to glaucoma.

These are a few facts we know concerning the causes of glaucoma. However, we do not really understand what causes this increase in pressure, or what the true pressure-regulating mechanisms are. Investigation of the multiple factors which might govern ocular and intraocular pressure is, therefore, one of the largest areas of study relating to glaucoma. In these studies, the National Institute of Neurological Diseases and Blindness, both in its intramural and extramural programs, is concerned with the so-called intraocular fluid dynamics.

Since what we call intraocular pressure is a function of the ratio between the formation of aqueous humor within the eye and the resistance to outflow of aqueous humor from the eye, it seems logical to try to learn as much as possible about the production, composition, function, flow, and elimination mechanism of this clear liquid which fills certain chambers of the eye.

Institute investigators are seeking answers to many questions. For example: What is the influence of neurological activity in the production and elimination of aqueous humor? What roles may enzymes and endocrines play in fluid secretion and regulation? What significance has each anatomical structure through which the aqueous humor passes? What roles are played by the various anatomical structures involved in aqueous flow or resistance to flow, such as the permeability or rigidity of ocular tissues, or the neuromusculature of the secreting ciliary body, and the aqueous veins themselves?

Although the effects of the central nervous system on changes in the intraocular pressures have been recognized, the nervous structures involved in this pressure regulation are not well defined. Thus, Institute-supported studies are concerned with certain areas of the brain, such as the hypothalamus, which may have special significance. Simultaneously, the sympathetic nervous system and certain individual major nerves are attracting the attention of scientists in terms of possible pressure-regulating mechanisms.

We hope that, ultimately, the study of ocular pressure-regulating mechanisms will help improve the treatment of glaucoma. It is logical, then, to explore the pressure changes produced artificially by drugs and other compensatory mechanism. For example, in our quest we are studying the effects of vasodilator and vasoconstrictor drugs on blood volume. Additionally, the effects of hypothermia on blood volume are being explored.

In seeking greater understanding of the cause and the course of glaucoma, Institute studies are also directed toward examinations of the clinical features of glaucoma—especially the early stages—and clinico-pathological correlations. Meanwhile, other investigators are delving into the disorder as it

occurs in certain dogs.

The study of glaucoma has always been handicapped because we had no way of reproducing it experimentally in animals. However, one Institute-supported research team is attempting to develop a technique for producing experimental glaucoma in monkeys with the use of a light coagulator. If this can be done successfully, it may greatly facilitate other developments relating to etiology, diagnosis, treatment, and prevention of glaucoma.

I realize that a primary interest of most of you is in research that may affect the person who already has a visual impairment. While much of our research is directed toward finding the cause, which should lead to improved treatment or more hopefully to prevention, we share your interest in helping the person whose vision already is impaired. Specifically, I am thinking of our efforts to develop effective diagnostic and treatment techniques.

As you know, many persons have glaucoma—even in the advanced, almost blinding stages—without knowing it. In many of these cases the condition could have been significantly altered or arrested had it been detected early enough. We want to do everything possible to develop methods for early detection.

A number of special diagnostic tests have been developed. Among these are tonometry, gonioscopy, tonography, visual field tests, water drinking tests, darkroom tests, and so on. Many of these, however, have not been standardized, are not yet foolproof, and some of them are extremely difficult to administer. Dr. Guthrie will discuss with you the program of his branch, aimed at evaluating the practical applicability of such tests and the method whereby such services can be brought to the patient.

One of the obstacles to achieving early glaucoma detection is an uninformed public which fails to take the initiative in having routine tests for this disorder from time to time. Many of you are helping at present to correct this real problem. We must find additional ways to make the public aware, without creating undue alarm.

Therapy is another area of our research effort which directly corresponds to your in-

terest in what can be done for the person who already has a visual disorder. Methods of evaluating drug therapy for glaucoma have recently been studied by a panel of experts which met at a part of an Institute-supported Drug Therapy Symposium. The published report of the panel lists criteria for improving the evaluation of drugs and discusses techniques and methodology for determining and testing results.

Again, concerning the Institute's research program in glaucoma, I should add that some of our funds are also being invested in a series of 5 three-day annual conferences on this one disorder alone. These conferences permit the presentation and free discussion of research advances, facilitate the exchange and cross-fertilization of ideas, and stimulate research in glaucoma throughout the country.

These areas that I have mentioned do not begin to tell you everything we are doing toward eradicating the glaucomas, but I hope they have given you an idea of the many facets of research which must receive simultaneous attention in the study of a single group of disorders. I hope you will keep in mind that, in each of the other major categories which I will mention, a similar multifaceted research approach is being followed.

You will be interested to know of another cooperative program between the Institute and the Bureau of State Services regarding a continuing workshop on the definition of blindness. Dr. Braley will tell you more of this.

Another major research avenue lies in an inflammatory disorder called uveitis. Uveitis is a general term applied to inflammation of the iris, ciliary body, or choroid. It may often involve the retina as well. Some types of uveitis follow bacterial, parasitic, or viral invasions, such as tuberculosis or toxoplasmosis; some seem to be associated with arthritis or dental abscesses; some follow disorders of the lens; while others come on the heels of injuries to the eye such as intrusions of foreign bodies and perforations. Thus a great need exists for research to help scientists determine which agent is responsible for a particular inflammation.

One baffling type of uveitis in which no pathogenic organism is found has been observed to respond to steroid therapy. These

and other observations lead scientists to suspect that some immunological or sensitivity phenomenon may be responsible for the inflammation in some cases. Institute scientists and grantees are carefully studying this possibility.

The possible role of allergy in uveitis is also being studied in an important collaborative investigation with the American Academy of Ophthalmology and Otolaryngology. This study will afford wide geographical application of a battery of serological and skin sensitization reaction tests to some 83 toxins or antigens suspected as causes of uveitis in humans.

For some time a good deal of interest has centered on developing and refining corneal grafting and corneal transplanting operations, or keratoplasty. A major problem in corneal transplantation is the delayed clouding of a clear graft which occurs one to several months after the operation. Scientists are examining the possibility that this clouding may be due to an immune reaction of the eye to foreign tissue.

For the past several years, the Institute also has supported research on the preservation of corneas for transplants. As a result, corneas can now be preserved by dehydration and stored for long periods. They can also be shipped great distances. Recent studies indicate that corneas may also be satisfactorily preserved by the simpler method of deep freezing.

One grantee is exploring still another aspect of corneal transplantation, that is, the possible use of synthetic materials as corneal transplants. After twelve years of animal studies, he is now attempting to apply this to humans.

I mentioned earlier the emphasis this Institute has placed upon training programs for research workers and teachers in ophthalmology. Last year two important discoveries underscored the productive outcome of our training programs. In one, a trainee discovered a cure for herpes keratitis, or "winter pink eye." This scientist applied an anti-viral drug, which was developed in the control of cancer, to the treatment of this common inflammatory eye disorder which is caused by a virus. The treatment rapidly cleared acute

inflammation without scarring the cornea. When this treatment is perfected, many people may be saved from blindness.

Another important discovery in the past year pertains to the large category of retinopathies and neurological mechanisms of vision, specifically, diabetic retinopathy. This disorder is a degenerative vascular condition affecting the smaller vessels of the retina which often causes blindness in diabetic patients. In addition to the degeneration of the blood vessels, capillary aneurysms typically are found in the retina. Despite increased research efforts, the basic defect in the vascular lesions is still unknown. There is little doubt, however, that this complication of diabetes occurs as a result of metabolic disturbances which operate through a relatively long interval.

Only a few months ago a scientist reported on his observations which suggest the possibility that diabetic retinopathy may be another disorder linked with an immunological or sensitization process. Although further investigation of this possibility is necessary, the theory may prove an important forward step in understanding the process involved in this type of blindness.

Because of your deep concern in new methods for helping persons already visually impaired, I would like to tell you about a revived interest in one disorder in the strabismus and neuromuscular category. A considerable segment of our population is affected by a form of reduced vision known as "amblyopia exanopsia." In this condition, there is no apparent physical abnormality, but for some reason, the two eyes do not focus together to give the patient binocular vision. Either as a result, or as a cause of this lack of binocular vision, one eye fails to develop fully in its function. If discovered in children, the disorder can be treated by covering the functioning eye and by forcing the underdeveloped one to function.

Up to now, if the condition was not corrected in the early developing years, there was no effective measure for correcting it in the adult. European scientists were recently encouraged by a new technique of exercising and retraining the area of central vision in the retina. This new type of retraining technique, referred to as plectoptics, may prove use-

ful in treating adult amblyopia and other visual disorders, and it may become a field of great research importance.

All of you have long been interested in research in cataracts. Despite a long history of surgical treatment, research continues to bring us new and improved techniques, such as "needle aspiration," which was recently added to surgical progress. This operation, which is particularly useful for removing congenital cataracts in children, is unique in that it permits the surgeon to draw out the opaque lens without breaking the fibers holding the lens in place.

Apart from surgery, however, the fact remains that no medical treatment is yet available for cataracts. We can remove the damaged lens, but we cannot prevent, arrest, or alter the damaging process. This is what we must continue to strive to achieve. It is essential, therefore to learn more about the causes of cataract so that we can develop preventive and therapeutic measures. Among many avenues of endeavor to achieve this, one of the most important is that of exploring the chemistry of the lens, its metabolic and nutritional aspects, and the chemical changes involved in the cataract formation. Various studies also are under way to explore the ef-

fects of many toxic and physical elements which may cause this disorder.

In conclusion, research is a long, slow process. The essential element in all research is the trained research worker. The key problem of today is that of the recruitment and training of the capable people needed for this task.

In our great need and in our constant striving to prevent, treat, and cure eye disorders and to rehabilitate all Americans with visual impairment, we must not fail to remember all those people around the world who need our help. Trachoma, for example, has ceased to be a problem in the United States and yet it still afflicts over 500,000,000, or one-sixth of the world's population. Smallpox has been wiped out in this country; yet it is the cause of 20 per cent of the blindness in India. And onchoceriasis or river blindness, completely unknown to us here, is causing blindness in as much as 80 per cent of the adult population of some African countries.

Thank you for inviting me to share your convention with you. I hope that our organizations may continue to work together toward our common goal—prevention of blindness and treatment, care, and rehabilitation of all those with disorders of vision.

## APPLICATION — THE TOUCHSTONE OF RESEARCH

Eugene H. Guthrie, M.D., Chief

Neurological and Sensory Disease Service Program  
Division of Chronic Diseases, U. S. Public Health Service  
Department of Health, Education, and Welfare, Washington, D. C.

There is no denying that progress made in medical and biological research during the last two decades has been one of our society's most prominent achievements. It has opened new vistas in medicine that have helped tremendously to prevent or reduce suffering, disability and premature death from many communicable diseases which formerly ravaged our population.

In recent years, medical research has also made great strides in developing new knowledge of the methods of preventing, diagnosing and treating many of the chronic and seriously

disabling diseases which have become the problem of the millions more of our people who are now living on through middle life and into old age.

As paradoxical as this may seem, the advances that have been made in medical biological research are actually compounding the public health problems that the chronic diseases represent in the United States today. The fact of the matter is that researchers have been discovering new knowledge at a much faster pace than private medicine and public health have been able to develop practical

methods of application. In simple terms, some of our laboratory and clinical medical findings are not now being applied effectively to improve the health of our people. This is an unfortunate situation because the true value of this research bonanza can only be best evaluated by the extent to which it serves to relieve the suffering and disability of as many people as possible who are afflicted with such chronic conditions. Immediate application of this knowledge as widely as possible in general medical and public health practice is the obvious means of closing the gap that exists between "knowing how" and "doing".

Great as the need is for this kind of action, we cannot be unmindful of the fact that there are no easy solutions to some of the problems that militate against quick and complete application of medical research knowledge to the needs of the public. In some circumstances poor communication, lack of trained personnel and inadequate funds are some of them. However, there is another one which is probably more important — it is that we have not yet discovered how to apply a great deal of backlogged research findings for many promising public health programs.

The U. S. Public Health Service has recognized this situation for a number of years and has developed a number of programs within its Bureau of State Services to try to implement the closing of this gap, especially through activities of the Division of Chronic Diseases. During the past two years, the Bureau of State Services has been extensively reorganized to give greater emphasis and support to community health service programs which are effective instruments for putting research knowledge to practical use.

The Neurological and Sensory Disease Service Program, which I have the pleasure of heading, is the newest major program established in the Division of Chronic Diseases. Its mission is to stimulate nationally the immediate application of research findings in order to prevent blindness and neuro-sensory disorders and to improve the diagnosis, treatment and rehabilitation of persons suffering from such disorders.

In addition to vision conservation and the prevention of blindness, our Program's activities cover such disorders of the central nervous

system as epilepsy, cerebral palsy, multiple sclerosis, Parkinson's disease, mental retardation, cerebrovascular disorders, and disorders of communication. Our objectives are to stimulate, develop and support state and community efforts to establish or improve service programs in these disease areas.

Briefly our Program offers:

**Community Services** which constitute technical assistance, professional consultation and financial support for community projects that establish coordinated services and facilities.

**Professional Service and Health Personnel Development** which includes assistance in developing instructional programs in co-operation with approved institutions offering advanced and specialized training in neuro-sensory diseases. This is a means of developing adequately trained health personnel to provide specialized services lacking in many communities.

**Technical Information Services** include the collection of technical and general information to develop into suitable informational, educational and reference materials for dissemination as quickly as possible to all persons and organizations qualified to participate in neuro-sensory disease control activities.

**Special Community Projects** are developed in cooperation with specialized research, care and medical training institutions to serve as community service laboratories for developing new control techniques, and as sources for technical consultation in communities where limited skilled personnel is available.

**Studies and Surveys** are conducted or supported by the Program to determine the nature and extent of problems posed by the diseases, their incidence and prevalence, as well as epidemiologic investigations to identify high risk groups. Methods of combatting disability from various disorders are evaluated.

Our Program is also authorized to disburse project grants funds allocated by the Congress to support the development and expansion or improvement of community services and activities identifying and dealing with neurological, visual and communicative disorders.

Though the Neurological and Sensory Disease Service Program was established only six months ago, there has been gratifying response

to appeals made scarcely two months ago to develop active programs that will improve services for the care of patients with neurosensory disorders. Nearly a million dollars in grants, including state developmental and special community projects, have been made to official, voluntary and private non-profit health agencies, medical centers and medical schools in 16 states and the Virgin Islands. The grants awarded were made under the Program's allocations from the 1962 fiscal year budget. In fact, money value of the number of applications for 1962 grants far exceeded the amount of funds available. Funds for similar projects assistance will be available during fiscal year 1963, which started this month.

For years, the U. S. Public Health Service has been actively promoting vision conservation through programs of the Division of Chronic Diseases. One of its major emphases has been national stimulation and development of community programs for the early detection of unsuspected glaucoma. As you know, glaucoma is second only to senile cataracts as a leading cause of blindness in the United States and affects an estimated one out of every 50 Americans over age forty. That is why promotion of early detection of glaucoma has become an important and integral activity of our new Program.

Medical research has well established the fact that the early detection of unsuspected glaucoma can prevent much of the blindness that occurs in the United States. Two factors that establish glaucoma as a public health problem that is amenable to immediate action are: the relative ease with which the disease is detectable through screening procedures, and the effective control that is now possible by medication after diagnosis. Therefore, it is understandable why our approach to vision conservation has such a strong focus on early detection and management of glaucoma.

We can make strong impact on the prevention of blindness in this country if more community health organizations and practicing physicians establish screening programs for the early detection of unsuspected cases of glaucoma and other visual and systemic disorders affecting vision. Such programs have proven effective wherever they have been conducted;

the methods are varied and within the means of most health agencies and physicians interested in carrying them out.

More widespread and immediate application of the knowledge we have for doing this job effectively is an important element of a good vision conservation program. We shall continue to encourage and assist those capable of putting this knowledge to use in every situation where it is possible to help those known to have glaucoma and the unsuspecting victims, to avoid the late serious consequences of the disease.

In developing our Program, we have undertaken a four-pronged approach to the objective: studies and applied research, community service programs, promotion and educational programs, as well as skilled personnel training programs. Our Program's studies and applied research activities in the prevention of blindness are directed toward finding solutions to such problems as for example: what are the most effective methods of applying research knowledge? What is the earliest detectable sign or symptom of glaucoma? What mechanisms or instruments are most effective in identifying groups in the population who are most susceptible to the condition? It is through these endeavors that we have the opportunity of evaluating the efficacy of various medical detection and diagnostic procedures and instruments, as well as epidemiologic information for putting them into practical use in community vision conservation programs.

An interesting example is a project which we have developed with Freedman's Hospital in Washington, D. C., in which the relationship between glaucoma and diabetes will be studied. This study is designed to ascertain if the incidence of glaucoma is greater in diabetic individuals than in non-diabetic persons of the same group. It will also establish whether there is a higher incidence of glaucoma in a family with a history of diabetes and whether a person who has had diabetes for a long time is more likely to have advanced glaucoma.

In Michigan a project is under way with the State Health Department to determine the incidence of glaucoma among relatives of persons known to be blind from the disease. This will determine if it is feasible to screen

such a high risk group with familial history of blindness due to glaucoma.

At the Tennessee School of Medicine we are engaged in determining the needs for periodic rescreening of persons with negative screening results. We expect to learn from this study at what interval of time it is feasible to reexamine persons for the presence of unrecognized glaucoma. This study will also determine what the lower age limit should be for glaucoma detection programs and the accuracy of various screenings levels for the use of the Schitz tonometer.

In Florida a coordinated state-wide vision conservation program has been developed under the direction of a central committee comprising local ophthalmologists, medical and public health associations, medical schools, the Society for the Prevention of Blindness, the Lions Clubs and the Commission for the Blind. This program calls for the establishment of clinics regionally for the early detection of vision loss. Eventually, these clinics will cover the entire state. Besides providing detection services, these clinics will serve as centers for programs of professional education involving general practitioners and internists.

These have been a few examples of our Program's current interests and activities in developing vision conservation and blindness prevention programs in as many communities as possible. The emphasis on glaucoma detection only means that this is one area of vision conservation in which our Division has had previous practical experience which could be put to use immediately in the brief time that our new Program has been in existence. Our interests and activities will encompass any other diseases and conditions seriously affecting vision, such as amblyopia, strabismus and cataracts which can be remedied or prevented by early detection, diagnosis and proper treatment.

The detection of visual disorders and effective medical treatment, and care, as soon as possible, to prevent the progression of visual loss, have been shown by medical research to be the most effective approaches to preventing blindness. To do this job effectively, adequate services and facilities are needed in every community. Enough knowledge and medical means exist to go forward toward this goal if the interest and support is secured from all groups — medical, public and voluntary health agencies and the general public —in putting these resources into action.

## THE DEFINITION OF BLINDNESS: INTRODUCTIONS

Irvin P. Schloss, Legislative Analyst

American Foundation for the Blind, Washington, D. C.

By way of introducing our next subject, I should like to recall for you an item which appeared in the Blinded Veterans Association *Bulletin* in 1949 in a column called "Shots in the Dark". This column was written by Lloyd Greenwood, who was Executive Director of the BVA at that time. In this particular issue, he said: "More people are blinded by definition than by an other cause."

Before I introduce our next speaker, I thought it might be helpful if I took a few minutes to recount some of the history and background of the definition of blindness now commonly called the "legal definition", that is, "central visual acuity of 20/200 or less in

the better eye with correcting lenses, or contraction of the visual field to 20 degrees or less."

At the request of the Department of Public Welfare of the State of Illinois, a committee of the Section on Ophthalmology of the American Medical Association was appointed to develop "a definition of blindness in scientific terms that might be made statutory. . ." The result was several definitions of blindness, which were incorporated in a resolution of the Section on Ophthalmology adopted by the House of Delegates at the 85th Convention of the AMA, held here in Cleveland in June, 1934. The definitions of blindness thus

adopted by the AMA were: total blindness, light perception, economic blindness, vocational blindness, and educational blindness.

Economic blindness, which the AMA resolution characterized as "absence of ability to do any kind of work, industrial or otherwise, for which sight is essential," is defined as "visual acuity less than 20/200 in the better eye with correcting glasses, or as an equally disabling loss of the visual field."

Following the enactment of the Social Security Act in 1935, the Social Security Board modified the AMA definition of economic blindness to include visual acuity of 20/200 and spelled out the visual field defect of 20 degrees or less. On September 15, 1936, the Board recommended this modified definition of economic blindness to the States for their use in administering the Aid to the Blind program until Title X of the Social Security Act.

Over the years, this same modified definition of economic blindness came to be used as an administrative criterion of eligibility for most services and benefits for blind persons, including those provided by Federal statutes enacted before and after enactment of the Social Security Act. However, it is worth noting that this definition actually appears in only two Federal statutes — the law granting an additional income tax exemption for blindness and the law providing automobiles for blinded veterans, with the definition called "impairment of vision" rather than "blindness" in the latter.

One other Federal law — Section 216 of the Social Security Act providing for the "disability freeze" — defines blindness as "central visual acuity of 5/200 in the better eye or less with correcting lenses or contraction of the visual field to 5 degrees or less." And the Veterans Administration statute on disability compensation lists visual acuity of 5/200 or less in the better eye with correction, blindness of both eyes having only light perception, and anatomical loss of both eyes as criteria for progressively higher compensation awards. In all other Federal laws and in parts of these just mentioned, blindness is defined in administrative regulations — not in the laws themselves.

In recent years, two groups have been examining the definition of blindness. One group,

financed by a grant from the Office of Vocational Rehabilitation, is striving to develop codes for more specific identification of various types of physical impairment, including visual impairment. The other group is the Definition of Blindness Workshop, which is being conducted under the auspices of the National Institute of Neurological Diseases and Blindness.

We are indeed privileged to have as our next speaker the Chairman of this latter group, Dr. A. E. Braley. Dr. Braley has been Professor and Chairman of the Department of Ophthalmology at the State University of Iowa in Iowa City since 1950. He received his M.D. degree from this same university in 1931 and has served as a professor of ophthalmology at Wayne State University in Michigan, Columbia University, and New York University before returning to Iowa in his present capacity. During World War II, Dr. Braley served as a commander in the Medical Corps of the U. S. Navy for three years.

He is a member of the American Ophthalmological Society, the American Board of Ophthalmology, the American Academy of Ophthalmology and Otolaryngology, and the Association for Research in Ophthalmology. He is currently serving as a member of the Advisory Council to the National Institute of Neurological Diseases and Blindness, and, in this capacity, he participates in making awards for research and training in neurological and sensory disorders to universities, hospitals, and other nonprofit institutions.

Dr. Braley, I am pleased to turn the microphone over to you for a discussion of the work of the NINDB Definition of Blindness Workshop.

(See page 20 for Text of Dr. Braley's Remarks)

One of the most pressing needs in our field is the development of an accurate and adequate method of gathering statistics on a continuing basis, not merely on the total number of blind and visually impaired persons in the United States, but also on various groupings within this total group. How can administrators and staff members of public and voluntary programs really plan ahead to make sure that we have the right program, properly

qualified staff, and the necessary physical plant without accurate, on-going statistics on which to base forecasts of the needs of blind people we will be called upon to serve? Five years from now, ten years from now, will most blind and visually impaired persons be over 25? Will there be a substantial number in the employable age group? Will relative proportions be the same as they are now?

And just how many blind and visually impaired persons are there in the population today. Using the 20/200 definition, Dr. Ralph Hurlen and the National Society for the Prevention of Blindness estimated earlier this year that there were close to 400,000 blind and visually impaired people in the United States. Using a functional definition based on inability to read ordinary newspaper print with glasses, the National Health Survey came up with a figure of almost a million people just four years ago.

Within the past year, under the auspices of the National Institute of Neurological Diseases and Blindness, a new project which will hopefully yield valuable statistical information for our field has been launched. It is called the Model Reporting Area on Blindness Sta-

tistics, and we are extremely fortunate to have the man who is coordinating this project to tell us about it.

Dr. Hyman Goldstein has been Chief of the Biometrics Branch, National Institute of Neurological Diseases and Blindness, since 1957. He received his A.B., M.A., and Ph.D. degrees from Columbia University between 1930 and 1934.

Before assuming his present position, he was Chief of the Current Reports Section, Biometrics Branch, National Institute of Mental Health for seven years; and before coming to the Federal Government, he was employed as a Senior Statistician, Bureau of Cancer Control, New York State Health Department.

Dr. Goldstein is a member of the Advisory Committee on Operational Research to the National Society for the Prevention of Blindness, a member of the NINDB Definition of Blindness Workshop, and a member of the Steering Committee of the American Foundation for the Blind Study of Blinded Veterans.

Dr. Goldstein, the rostrum is yours.

(See page 23 for Text of Dr. Goldstein's Remarks)

## THE PROBLEM OF DEFINITION OF BLINDNESS

A. E. Braley, M.D., Professor and Chairman

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There are numerous problems regarding the visually handicapped that require study. In order to be as helpful as possible, the National Institute of Neurological Diseases and Blindness Council saw fit to give a small grant for a workshop on the "Definition of Blindness". The first meeting was held on January 28, 1961 in Washington, D. C. An effort was made to bring together people from several Federal agencies, from private agencies, and ophthalmologists, to study the problems. Each of the people represented special interests in the field of visually handicapped persons.

Each of the states has definitions for blindness which are based primarily on rehabilita-

tion and welfare services. Nearly all the states use acuity of 20/200 or less in the better eye as a requirement for rehabilitation. Very few states define the visual field. I would like to quote a few examples of the state requirements.

Colorado: "The criteria of visual disability established to delineate the responsibility of this Agency: Central visual acuity not exceeding 20/200 in the better eye with corrections; or, visual field defect in which the peripheral field is contracted to such an angle of no greater than 20 degrees.

"Persons whose vision is greater than defined above will be referred to the General Rehabilitation Division, except where the

prognosis indicates that the individual's loss of vision will eventually place him within the definition of blindness stated above."

Here the field of vision is included as a requirement, and also the prognosis of the future vision. The ophthalmologist must report to the General Rehabilitation Division.

Connecticut and Delaware are similar to Colorado. In Connecticut the State Board of Vocational Education cooperates with the blind agency to serve the clients.

Hawaii is so interesting I think it would also be interesting to quote: "Visual handicapped, defined. Any person who has a visual defect which for him, in reference to his native abilities, training, and education, constitutes an employment or work handicap shall be deemed visually handicapped within the meaning of this part." "Blind, defined. The word *blind* as used in sections 109-6 to 109-12, whether so used as adjective or as noun, means *blind or visually handicapped*".

Massachusetts says "Central visual acuity not exceeding 20/200 in the better eye after correction or the peripheral field of his vision to be contracted to the 10 degrees radius or less as measured with a six mm. (6) white test object regardless of visual acuity." This is the best definition of the size of the field and the test object.

Minnesota, on the other hand, has none. The service for the blind is based on the following definition. "Persons having a visual acuity of 20/60 or less in the better eye, or having a corresponding defect in the visual field, are considered blind under the Minnesota law. If the diagnosis of the eye condition shows a progressive disease which may lead to blindness, such as glaucoma, retinitis pigmentosa, etc., such cases must be referred for rehabilitation services to the service for the blind of the department of Public Welfare."

Pennsylvania is different from most, in that visual loss is based on percentage of visual function. ". . . . , is defined by State statute as constituting a thirty per cent (30%) or greater loss of visual functioning. Cases not involving 30% or greater loss of visual functioning may be eligible for vocational rehabilitation services from the State Board of Vocational Education through its Bureau of Rehabilitation."

I was unable to find the formula then used

to arrive at the per cent of visual loss but I assume it is based on the AMA committee report of 1934.

Fonda, in *The New Outlook* for May, 1961, suggests that ". . . blindness may be defined as follows:

"1) Vision of 20/200 or less in the better eye, or in both eyes, with best corrective glasses.

"2) Vision better than 20/200 in the better eye with best corrective glasses and with a visual field constricted to 20 degrees or less in the widest diameter, using a 3 mm. white test object at 330 mm. or an equivalent isopter."

He further believes that for rehabilitation purposed the person must be classified as follows:

"Group I—Light perception to 1/200.

"Group II—2/200 to 4/200.

"Group III—5/200 to 20/300.

"Group IV—20/250 to 20/70."

"The purpose of this classification is to establish an arbitrary standard for the greatest use of residual vision."

He further proposes "that individuals in Group I should be taught Braille, whenever possible; Group II cases should be encouraged to read with aids"; but, he says "often (he has) difficulty in deciding what to advise for specific individuals in this group." "Groups III and IV should be taught to use their eyes."

These definitions are primarily intended for rehabilitation and public welfare. The importance of education of partially seeing cannot be under emphasized.

Jones of the Office of Education of the Department of Health, Education and Welfare says: "Education of visually handicapped children entered a new era when it was recognized that use of vision seldom if ever results in damage even by children with serious impairments." This is based on statements made by many well-known ophthalmologists. He further states that "the realization began to grow that some children with limited vision not only could be, but should be, put back into regular classrooms for all or part of their education." This is certainly true of the children, but how about the great number of people who become handicapped after the age of 40? According to the "Census of the blind

in New York State, December 31, 1959", published by the Commission for the Blind of the New York State Dept. of Social Welfare, 76 per cent of New York State's blind population were over 40 years of age and 47 per cent were over 65 years of age. The statistical department of the National Society for the Prevention of Blindness has estimated on a national basis that 80.4 per cent of the blind population of the U. S. is over 40 years of age and 51.8 per cent is 65 years of age or over. There is no doubt that many of these people have cataracts but many have hereditary defects. Fonda stated that, in 449 consecutive subnormal vision cases, hereditary defects were the largest single cause of subnormal vision.

Many of these people with 20/200 or less find it almost impossible to read even with reading aids. They should be tried, however. This group of older people represent a portion of the visually handicapped that are poorly handled by our national rehabilitation commissions.

After considerable discussion, Dr. Masland summarized "that he felt five different definitions could be given.

- "1) definition of blindness for the reading public
- "2) as it relates to need for prosthesis
- "3) relates to public assistance, social security, income tax exemption
- "4) needs for, and specific kinds of social rehabilitation
- "5) statistical projection of incidence of blindness in the country and the needs of these various services.
- "6) workman's compensation payments."

Several avenues of approach to a definition of blindness then were apparent. Our Workshop could dogmatically write a definition that might be acceptable to all the states and services. The Workshop, however, felt that a more sensible approach would be to gather as much data from the field as possible. There was not thought indicated or implied that we were investigating the various agencies. We wanted to find from each agency what they did and what their rules were. A comprehensive questionnaire was developed by Dr. Graham and Miss Hatfield and the form was pretested.

In the pretest, it was discovered that many problems were brought out by the form itself and many agencies could not answer the questions without explaining the answer. Since then Dr. Goldstein has revised the form, and another pretest is being undertaken. Many of you have received letters from me asking your cooperation in this pretest.

Since many of the definitions are based on visual acuity and visual field, another subcommittee of the Workshop was named to carry out another survey among the ophthalmologists. Dr. Leinfelder, Dr. Hoover, Mr. Bledsoe and Dr. Goldstein were on this committee. The letter was sent to a selected group of ophthalmologists drawn at random by Dr. Goldstein so that a large sample of practicing ophthalmologists would be represented. The response to say the least was very poor: 291 forms were sent out, 33 returned and only 4 of these were complete. The form is now being pretested in low vision clinics.

A definition of blindness is complex and requires multiple subdivision. The definition of Hawaii is good but so complex that it would be most difficult for an agency to administer.

While our Workshop will continue to gather data, perhaps we could make some constructive statements.

1) Visual deficiencies from any cause should be made "a compulsory reportable disorder". The border line should be all cases that are based on driver's licensure cutoff point.

2) Ophthalmology societies should appoint a committee of all interested people to review the present definitions in light of present knowledge.

3) Educators should begin a longitudinal study of the children in schools for the visually handicapped.

4) All rehabilitation agencies for the blind should name a central group to work with the Department of Health, Education, and Welfare and National Institutes of Health to gather data and settle misunderstandings. This could be a reactivation of the Committee on Central Statistics of the Blind.

5) Education of the practicing ophthalmologists by state agencies and national groups to give the best service for their patients.

## THE MODEL REPORTING AREA FOR BLINDNESS STATISTICS A NEW APPROACH TO UNIFORM STATISTICS ON THE BLIND

Hyman Goldstein, Ph.D., Chief, Biometrics Branch  
National Institute of Neurological Diseases and Blindness  
U. S. Public Health Service, Department of Health,  
Education, and Welfare, Washington, D.C.

It is a curious paradox that so little is known about the blind, despite the fact that blindness is an age-old impairment, and despite the fact that the determination of visual acuity is relatively objective and easy to make. That so little is known about the number of blind persons, their demographic characteristics, and the causes of their blindness, is something that is difficult to understand.

This gap in our knowledge means a decrease in our ability to understand fully the magnitude of the problem and ways to institute more effective programs of prevention and control. Part of the gap, no doubt, lies in the fact that blindness is neither contagious nor a condition that, by itself, is associated with greatly increased death rates. If it had been either or both of these, blindness would surely long ago have been subjected to epidemiological investigation to arrive at casual or associational clues on the basis of the distribution of the blind by age, sex, race, and other characteristics. Another part of the gap is due to the fact that only too often there is lack of agreement from state to state or from service to service as to what loss of visual acuity or visual field would be considered blindness. This lack of uniformity in the definition of blindness is particularly bothersome when one notices the great range of visual disabilities that are now lumped under the term "blindness."

It has now become the function of many agencies for the blind, and perhaps rightly so, to serve persons with visual disabilities ranging from absolute blindness to a visual acuity of 20/60 or beyond with best correction in the better eye. That persons with the latter acuity need service no one would question; that they may be considered "blind" is open to question. Thus, it is evident that securing agreement on a definition is imperative if there

may ever be an answer to the question, "Who are the blind?"

But even if there were agreement on the definition so that it would be possible to get a count of those judged blind, one must still deal with the matter of classification of the causes of blindness. If one state classifies the blind in one way and another state works its classification in a different way, the statistics derived therefrom are neither comparable nor poolable. Of course, it should be stated that in too many states no classification of any type has ever been adopted, and no statistics on causes of blindness in such states have ever been available.

It is not correct to state that no attempts have ever been made to get a national estimate of blindness. For eleven Decennial Censuses, the Bureau of the Census tried vainly to get some picture of the extent of the problem of blindness on the basis of house-to-house enumerations. However, after the 1930 Census, it concluded that "enumeration of the blind — has doubtless always been more or less inaccurate and incomplete."<sup>1</sup> This was, no doubt, due to the problems of definition, personal judgment of the enumerators, and the tendency of respondents to conceal the presence of blindness in their relatives.

The National Health Survey of 1935-36 attempted to arrive at a national estimate of blindness, but it, too, suffered from some of the same difficulties encountered in the census enumerations. Attempts to obtain statistics on the number of blind in the United States were made by the current U. S. National Health Survey during the period July 1957 through June 1958. Blindness was defined as the "inability to read ordinary newsprint with glasses." With this definition, the Survey arrived at an estimated prevalence of

blindness of 960,000 persons or a rate of 5.7 per thousand population.<sup>2</sup> This rate was far greater than rates produced by any census or the 1935-36 National Health Survey. This estimate of blindness prevalence is generally thought to overestimate largely the number of blind according to the definition of 20/200 visual acuity in the better eye with best correction (or an equally disabling loss of the visual field). This is largely due to reliance on respondents' replies to a question embodying a rather crude definition of blindness. At best, the current National Health Survey probably achieves a reasonable estimate of serious visual impairments rather than blindness as such. As a matter of fact, National Health Survey officials no longer refer to the definition as pertaining to "blindness" but rather to "severe visual impairments."

The most widely used estimates of blindness today are those based on the work of Dr. Ralph G. Hurlin.<sup>3</sup> His estimates are projections of prevalence rates of registered blindness in North Carolina to each state's population and to the country as a whole, applying various weighting factors in each state. His latest estimates, as of July 1, 1960, for each state and for the United States are now available.<sup>4</sup> For the country as a whole, the estimate is 385,000. However, Dr. Hurlin himself is well aware of the limitations of projecting the findings of a single state to the entire country. Estimates based on such projections may be subject to large or undetermined errors.

It is noteworthy that all efforts to date at obtaining national estimates of the blind population have been confined solely to prevalence, i.e., the number of living blind at a given time. Practically no attempts have been made to obtain equally important national estimates of incidence, i.e., the number of new cases of blindness occurring during the year. This latter figure is of great importance in evaluating efforts at prevention, as well as in indicating those geographic areas or population groups that show higher than expected rates of new cases of blindness.

It was with this background that the Biometrics Branch of the National Institute of Neurological Diseases and Blindness turned its attention to ways and means of arriving

at uniform statistics on blindness in October, 1960. Repeated requests made to the Director of the Institute and to the Branch for blindness statistics that were not available constituted part of the motivation. Attempts to secure information on a national basis for legislative and other purposes, such as the number of blind by cause, age, sex, and other characteristics, had met a blank wall. Thus, it can be said that the Model Reporting Area for Blindness Statistics was conceived out of frustration.

In order to satisfy the continued need for uniform and reliable statistics on the incidence, prevalence, and causes of blindness, the Branch considered the feasibility of utilizing an existing instrument, the blindness register maintained by many states. It was clear that the existence of reporting laws and registers of the blind in these states did not in itself insure uniform and reliable statistics. However, the existence of the laws and registers did suggest a means by which such statistics could be achieved.

Many problems would have to be worked out, such as the (1) adoption of a uniform definition of blindness; (2) use of a standard classification of the causes of blindness; (3) selection of certain essential items of information to be uniformly and routinely collected on the blind; (4) establishment of procedures to encourage complete reporting of blind persons to the register by the various sources of referral, particularly the ophthalmological and optometric professions, without fear of violation of the confidentiality of the data, and (5) institution of practices by agencies maintaining registers to update these registers periodically and completely so that the registers reflect the number of reported living blind in the state.

The Biometrics Branch conceived the idea that states maintaining blindness registers would be willing to attempt to solve these problems. By so doing, they would help not only the Federal Government and the national voluntary blindness agencies to get a better national picture, but would also increase the value of adequate, up-to-date registers to the states themselves in fulfilling their administrative, service, and research functions. It proved to be a happy coincidence of idea and

need. In setting up the design for the Model Reporting Area, the Branch has been assisted by a Planning Group. This Group now consists of representatives of the National Society for the Prevention of Blindness, the American Foundation for the Blind, the member states, and the Division of Chronic Diseases of the Public Health Service. The Planning Group approved a set of objectives and standards for the Area. Some 35 states with blindness registers were visited. Thirty of these states were enthusiastic in supporting the concept of such cooperation, although a number of states admittedly had registers that needed considerable work to make them usable for Model Reporting Area purposes. Much information was gathered in each state concerning the definition used, the type of data collected, procedures, if any, used to keep the register up-to-date, uses to which the registers were put, and so forth.

In accordance with the approved standards, and based on information obtained by staff visits to each state agency concerned, as well as on information secured by questionnaires from these agencies, an evaluation of each state's capacity and willingness to satisfy the Model Reporting Area's standards was made by the Biometrics Branch. These evaluations, submitted to the Planning Group, constituted the basis for acceptance into the Model Reporting Area. The Biometrics Branch also undertook to act in a coordinating and technical capacity and agreed to furnish consultation and other assistance, where necessary, to the states accepted into the Area, as well as to other states in order to assist them to meet the standards. Consultative services have also been made available to any state that does not now have a statewide register in order to assist it in setting up a register to be maintained by a single state agency. Working jointly with the Biometrics Branch in providing Public Health Service assistance to the state is the Neurological and Sensory Diseases Service Branch of the Division of Chronic Diseases.

The states which have been accepted into the Model Reporting Area to date are: Connecticut, Delaware, Hawaii, Kansas, Louisiana, Massachusetts, New Hampshire, New Jersey, North Carolina, Rhode Island, and Vermont.

These 11 states comprise about 15 per cent of the total United States population. Furthermore, assistance is presently being given by the Biometrics Branch to 7 other states and the District of Columbia, representing an additional 22 per cent of the total U. S. population, to enable these states to meet Model Reporting Area standards.

In order to make uniform statistics available on blind persons for administrative, service and research purposes, the Model Reporting Area states have adopted a common definition of "blindness" as follows: "Central visual acuity of 20/200 or less in the better eye, with best correction; or central visual acuity of more than 20/200 if the widest diameter of the field of vision subtends an angle no greater than 20 degrees." This excludes persons with progressive eye conditions which do not yet meet the Model Reporting Area definition. Member states may register other persons under a wider definition of blindness, but they will report statistics to the National Institute of Neurological Diseases and Blindness only on those persons meeting the Model Reporting Area definition.

Each member state will attempt to learn of, and to include on its register, every resident who falls within the Model Reporting Area definition of blindness by making concerted efforts to improve the reporting and referring of blind persons to the register. The Model Reporting Area register will not be confined to persons who have applied for or are receiving services, nor will there be any arbitrary exclusion of persons on the basis of age, race, or any other factor except failure to meet the Model Reporting Area definition. Any competent examiner, medical, optometric, or nursing, may submit data on visual acuity or field, for purposes of determining eligibility for the register. However, data to be published on causes of blindness will be based only on reports submitted by an ophthalmologist or physician with similar degree of competence. Furthermore, the member states have agreed to adopt within three years after admission to the Area the latest Standard Classification of the Causes of Blindness. This will allow meaningful comparison and interpretation of the several major categories of causes of blindness by age, sex, and race, among the

states and for the Area. It represents a big step forward in our desire to determine the major etiology of blinding conditions from infancy through old age. It should permit a more intelligent planning of prevention programs.

The question of what data to collect on the blind is of major importance since this must be limited to what can feasibly be collected by the states and analyzed. Each item to be collected must be justified. Obviously, in addition to the necessary identifying information, one must record the vital demographic information that enable tabulations to be made by age, sex, and race. This would make possible the production of rates dealing with the characteristics of the blind, based on similar tabulations of census data for the population at large. Even county of residence would be necessary if we are to determine differences in incidence or prevalence for such political subdivisions.

Where there is available an eye examination report, and hopefully the vast majority of such cases will be authenticated by such reports, the degree of vision, cause of blindness, and age at loss of sight will be recorded, as well as the discipline of the examiner and the date of examination. There would also be noted the date of addition to the register and the type of addition, that it, whether it is a new registration or a re-registration. The latter represents a re-addition to the Model Reporting Area register after having previously been removed from it as a result of restoration of vision or removal from the state. Thus, data on type of addition make possible the computation of rates of new registrants and of re-registrants. Finally, the date of removal from the register with the reason therefor would be required.

All in all, the data considered essential by the Model Reporting Area are relatively few and simple, yet they represent a good deal more than many states now routinely collect and tabulate. They do not, however, represent all the data that would be desirable to collect and analyze. That is something for the future.

It should be noted that in the Model Reporting Area, unless a blind person is reported to the register, he is lost not only to

the cause of good statistics on the blind, but also to the multitude of services which may be available to him. Thus, it seems that statistics and services are not antagonists. They go hand in hand to help in increasing the potential for greater understanding of the blind by the community and by the blind themselves. Therefore, only the routine and complete referral of the blind to the state register can lead to this double benefit. Such referrals must be encouraged by education of professional eye examiners at meetings, in journals, by routine letters with a supply of referral forms, and last, but not least, by periodic feedback to these examiners of tabulations accompanied by explanatory text.

To be effective, a register must be a living thing. It must reflect not only new cases of blindness that have occurred during a given period of time in the community, but also the number of blind in the community at a given time. It is in reference to the latter that the Area has stipulated that member states must update their registers annually. This means that where the registrant is not receiving services and, hence, not being seen on any regular basis, the agency must contact him by mail, telephone, or personal visit to determine whether the registrant is still alive, blind, and a resident of the state. Many of the states that now make such contacts also see in it an opportunity to make known to such persons the availability of services. Here again the cause of good statistics and services go hand in hand. It should be mentioned that there are additional methods of facilitating the annual updating or clearance of the register. An example of one such method is use of lists of deaths occurring in the state. These lists can be easily produced on a monthly basis from tabulating cards representing death certificates by the state office of vital statistics.

In order to make possible the production of Area tabulations, as well as estimates of blindness for the country as a whole, the member states have agreed to prepare certain tabulations of data from their registers on a calendar year basis. Where needed, assistance is available from the Biometrics Branch of the Institute to help states prepare such tabulations. The tabulations will be forwarded to the Na-

tional Institute of Neurological Diseases and Blindness. The compiled statistics for member states and the Area will be made available in published form.

A register must be easily accessible and easy to use. It may produce an assorted set of dull figures or it may produce statistics that are potent with meaning. What it does depends upon the uses to which it is put. From the point of view of administration, an adequate, up-to-date register may pinpoint specific blindness hazards, and thus help to promote legislation for control of such hazards. It may provide the justifications for establishing programs of education, prevention and control. It may help to determine whether, where, and when to set up glaucoma detection clinics, industrial safety programs, etc. Good data on the magnitude of the problem of blindness are essential in planning prevention programs intelligently and in evaluating the results of measures taken to control blindness. Information on trends and caseloads, on the type and number of staff needed in the agency, on present and future budget needs, can all be derived from use of such a register.

Figures on register incidence or prevalence by county help to fit the program to specific needs. Those geographic areas or specific population groups with high incidence or prevalence by age, sex, or race, are easily delineated. Thus, a register points out the areas and population groups that might need intensive case-finding or prevention programs. Adequate tabulations of the registered blind by causes of blindness and age are an aid in program orientation. They point up specific population subgroups that might need additional program emphasis.

The value of the register in public relations almost goes without saying. It provides information for presentations to various lay and professional groups, indicating the magnitude of the problem in their respective communities. The register is not only a tabulating device, but also a reference instrument, useful in providing specific information on given in-

dividuals quickly and easily. It serves a very definite case-control function.

Good register data can only come from good case records. An adequate register, containing reliable data, is a source of information for research studies. A new approach has utilized register data together with information from vital records, such as birth certificates and death certificates, for research purposes. For instance, a study of the association between factors of pregnancy, labor and delivery, and the occurrence of blindness in children, is now under way in New York State. Another study is concerned with investigating survivorship and causes of death among the blind in Massachusetts. However, it should be mentioned that even good data need a good study design in order to insure that, after the study is completed, the answers are relevant to the questions.

The first annual meeting of the Model Reporting Area for Blindness Statistics was held in March, 1962, in Bethesda, Maryland. The determination of the states therein represented to agree in the cause of good statistics on the blind is most heartening. This determination must be encouraged and sustained. Hopefully, it will spread to other states. Although great difficulties still lie ahead, a beginning has been made in giving agencies dealing with the blind more uniform and reliable data on the blind, to permit better evaluation of problems and sounder decision-making.

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## PAPERS PRESENTED AT TUESDAY MORNING GENERAL SESSION

*Chairman—Harold Richterman, Director  
Rehabilitation Services, Industrial Home for the Blind  
Brooklyn, New York*

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### VOCATIONAL REHABILITATION AND EMPLOYMENT OPPORTUNITIES

*Discussion Leader — Louis Vieceli, Coordinator, Placement Counselor Training Program, Southern Illinois University, Carbondale, Illinois*

#### *Participants*

Douglas C. MacFarland, Ph.D., Executive Secretary, Virginia Commission for the Visually Handicapped, Richmond, Va.

Norman M. Yoder, Ph.D., Commissioner, Office for the Blind, Department of Public Welfare, Harrisburg, Pennsylvania

George A. Magers, Rehabilitation Specialist, Division of Services to the Blind, Office of Vocational Rehabilitation, Department of Health, Education and Welfare, Washington, D. C.

### REPORT ON PLACEMENT COUNSELOR TRAINING PRGRAM

Louis Vieceli, Coordinator, Placement Counselor Training Program, Southern Illinois University, Carbondale, Illinois

It is with some pleasure that I take this opportunity to give you somewhat of a progress report or at least try to bring you up to date on Southern Illinois University's training program "Developing Employment Opportunities for Blind Persons in Competitive Occupations".

The purpose of the training program is to provide skills and attitudinal training for professional personnel who are preparing to counsel with employers and/or blind individuals relative to jobs in competitive occupations. The immediate goals and objectives are:

1. To instill in the counselor a more thorough understanding of the world of work.
2. To provide counselors with the necessary knowledge and skills to build and maintain an employment program in which blind per-

sons may be placed at the level of their competence.

3. To provide counselors with necessary skills to develop a method of selecting and demonstrating jobs that may be performed with little or no sight.

4. To help counselors acquire a method of identifying and selling the abilities of blind persons.

5. To provide counselors with skills essential to analyze jobs.

6. To expand and develop new job areas in which blind persons may be placed.

7. To aid the counselor in establishing a pattern of training for the blind worker.

At the present time, we have eleven counselors in the St. Louis area for the field work part of the program. They are visiting a variety of businesses and industries observing

the demands of and describing all types of competitive jobs. Through this method, the counselors should enhance their ability to analyze whether a given occupation is feasible for a particular blind person. This will help the counselors determine which jobs can be performed without sight. This is our eleventh course, bringing the total to 128 counselors who have attended. The trainees have represented 40 states, Puerto Rico and Mexico, from general rehabilitation agencies, agencies for the blind and private agencies having responsibility for working with the blind and visually handicapped. All OVR regions have been represented, with Regions 1, 5, 6 and 7 having had full representation from states attending.

Initially, in February, 1959, the short course was designed as a six-weeks' course, and was offered this way until October, 1961, when we moved to the present five weeks. Consistent with the belief of constantly upgrading our efforts, and consistent with recommendations of our trainees, our evaluations committee and other consultants, it was felt we could better service the agencies and counselors by modifying the program in offering an intensive five weeks of activity on Southern's campus and pick up the sixth week at a later date in bi- or tri-regional seminars throughout the country. We believe the seminars would afford us a better opportunity to evaluate the effectiveness of our program, and likewise to spot the areas in which changes or modifications are needed. In addition, we want to review with counselors certain current aspects of placement to reinforce their earlier training with us. Each of the counselors invited to attend the seminar will have had a minimum of one year back in the field after attending our course.

With this in mind, in cooperation with the Office of Vocational Rehabilitation, Division of Services for the Blind, and the Pennsylvania Office for the Blind, the first Follow-up Seminar was held in Hershey, Pennsylvania, May 13 through May 18, 1962. Fifteen counselors attended the first seminar. We were most pleased and encouraged by the response of the counselors. We have now recommended and requested approval for three such follow-up seminars during the next year.

Before demonstrating how a counselor can develop an employment opportunity, it might be well to briefly outline some of our beliefs, concepts and objectives. We are, of course, proposing the idea of developing a broad employment program, rather than just job placement. Much has been said about selective placement, about knowing the client and going out to get a specific job for a specific client—"Fitting the man to the job or the job to the man." I am sure a great deal has been done and many clients placed in this manner. However, there are some who believe that a great deal more can be accomplished with the broader concept of developing and maintaining employment resources in which blind persons may be placed. Perhaps employment resources are best developed by first creating an atmosphere or relationship with employers from which they become receptive to the idea that a blind person, when properly placed, can produce competitively in the world of work. If this is to be accomplished by the counselor, it must be a systematic and planned part of his work schedule. This atmosphere or relationship must first be centered around top management, for the establishment of company policy favorable to the hiring of the blind and visually handicapped.

We believe that placement can best be facilitated in a five-step process — Pre-approach, Approach, Demonstration, Placement, and Follow-up.

In Pre-approach the counselor must learn something about the employer, such as products or services, type of employees, seasonal trends, et cetera, to be aware of what his employment problems might be.

In the Approach, the counselor must show how he, his agency, and his client have services of benefit to the employer. The counselor must emphasize and point out benefits to be derived from selective placement of a blind person on a job that does not require sight.

With the Demonstration, the counselor must show that many jobs do not require sight, that blind persons can readily be absorbed in plant personnel, and the efficiency in production need not be hampered by loss of sight.

In the next step, after agreement on hiring

is reached, the counselor is expected to be available to assist both the blind person or the foreman where needed in the instruction process in the job.

The importance of good Follow-up, I think, speaks for itself. You should know if the client is satisfied, if the employer is satisfied, or if job modification is needed, and consider other factors which make for job success.

Now, with the able assistance of Dr. Douglas MacFarland, Dr. Norman Yoder, Mr. Harold Richterman, George Magers, and my lovely wife, we would like to demonstrate what might take place during this process as an employment opportunity is being developed. Bear in mind this is somewhat of an artificial situation, and it is sometimes a little more difficult to react to an employer or counselor in this kind of setting. After we have played this tape recording (here I would like to acknowledge my thanks and appreciation to Ralph Biestline, Industrial Consultant for the Pennsylvania Office for the Blind, for making the recording), all of us will be available for questions and discussion. Now let me set the stage for you.

*Agency — New Dorp Commission for the Blind*

*Counselor — Don Miller — Played by Dr. Douglas MacFarland*

*Company — Jenkins Plumbing Mfg. Co.*

*Plant Supervisor — J. T. Jenkins — Played by Dr. Norman Yoder*

*Secretary — Mrs. Vieceli*

*Shop Foreman — Clark Johnson — Played by Mr. Harold Richterman*

*Company manufactures all kinds of plumbing supplies and fixtures.*

*Company employs about 100 workers. Has independent union. No experience with blind workers.*

*Client referred for work — Paul Varner — Played by George Magers*

*This is to be first contact with this plant.*

#### TAPE RECORDING

(Ringing of telephone)

*Miss Barbara: Hello, this is Mr. Jenkins' office, Miss Barbara speaking.*

*Mr. Miller: Good morning, Miss Barbara. This is Don Miller from the New Dorp State Agency for the Blind. I wonder if I could make an appointment with Mr. Jenkins to talk with him about 20 minutes sometime at his convenience.*

*Miss Barbara: Did you say you are with the blind?*

*Mr. Miller: Yes, the New Dorp State Agency for the Blind.*

*Miss Barbara: Perhaps you had rather talk to our Treasurer then — for a contribution?*

*Mr. Miller: No, I am not calling regarding a contribution, Miss Barbara. I'd like to discuss an employment policy with Mr. Jenkins. I really don't think it would take more than 20 minutes of his time.*

*Miss Barbara: Oh, I see. Let me check his appointment book. Mr. Jenkins could see you for about 20 minutes at 10 o'clock on Wednesday morning. Would this be all right with you?*

*Mr. Miller: Whatever is convenient with Mr. Jenkins. If it is 10 o'clock, I will be there, Miss Barbara. I certainly appreciate this.*

*Miss Barbara: All right then, we will see you then on Wednesday morning.*

*Mr. Miller: All right, thank you very much.*

*Miss Barbara: Good-bye.*

*Mr. Miller: Bye.*

(Later on Wednesday morning)

*Miss Barbara: Mr. Jenkins, this is Mr. Miller from the New Dorp State Agency for the Blind.*

*Mr. Jenkins: Good morning, Mr. Miller, won't you come in and have a chair.*

*Mr. Miller: Thank you, sir. Good morning, Mr. Jenkins. I certainly appreciate having the opportunity of talking with you a minute this morning.*

*Mr. Jenkins: Well, what can I do for you?*

*Mr. Miller: As you know, Mr. Jenkins, I represent the New Dorp State Agency for the Blind.*

*Mr. Jenkins:* Yes, I am well acquainted with the agency. We buy most of our brooms and industrial mops, and they are really a good quality merchandise. We like them very much.

*Mr. Miller:* I appreciate you saying that, sir. We have been very happy with our relationship with your company. This morning I would like to talk with you a little about your employment program, employment of blind persons in private industry. As you may know, we've been placing blind persons now in private industry throughout the state for the past 12 years.

*Mr. Jenkins:* You mean in an industrial plant such as this?

*Mr. Miller:* Yes, sir, in a competitive industry.

*Mr. Jenkins:* Well, what does that do to their insurance rates?

*Mr. Miller:* I think this is a very interesting point. It is one that we have to face at the very beginning. We have checked with a number of insurance companies. I have with me today a little brochure from the Liberty Mutual Company, one of the biggest insurance companies. It gives you a concise statement of just exactly how they feel about the employment of blind persons. I'd like for you to look that over.

*Mr. Jenkins:* You mean it isn't going to cost me any more to employ them from a compensation point of view.

*Mr. Miller:* To the best of my knowledge, there is no insurance company in the country that would raise rates because the company employs blind persons.

*Mr. Jenkins:* Well, that's very interesting. I will be glad to take a look at your brochure. Thanks. Well, frankly I never thought about the possibility of blind persons in our organization. We are a plumbing fixture manufacturer; we employ about a hundred people. Most of it is high-speed, power equipment, although there is some bench work, and some subassembly work to be done. But all the jobs that I have require sight.

*Mr. Miller:* Well, sir, this may very well be, Mr. Jenkins. Although in discussing the matter with many other employers, we tend

to get the same reaction, because, as you walk down the line of your workers, every worker is watching what he's doing, or he seems to be watching.

*Mr. Jenkins:* Well, this is true. He had better be.

*Mr. Miller:* True enough, but there are a number of ways of watching what you're doing without actually using your eyes.

*Mr. Jenkins:* Uh-huh; never thought of it.

*Mr. Miller:* We talked about safety before, and I think it would be well to point out to you that a number of blind workers are machine operators, power machine operators.

*Mr. Jenkins:* Oh.

*Mr. Miller:* As I have said, some of them have been on the job for 12 years; and we have yet to have our first industrial accident.

*Mr. Jenkins:* I wish my safety record were that good. Well, tell me, Mr. Miller, one of our problems, of course, being a comparatively small shop, this is a highly competitive industry. Many of our employees have to be able to do a couple of jobs, for example, operate drill presses, milling machines, lathes, and do some bench work now and then. You know, we spot them where it's necessary, even though some of our runs are fairly long.

*Mr. Miller:* This would be true of a number of industries that are about the same size of your company. Now it may very well be that you don't have "a job". This is seldom true in small companies, where you have a particular job that a blind man could do all day long. But our people are trained in machine operation, in the simple repetitive machine operations, and are flexible. For example, in the Smith Company down the street, we have a man who operates a lathe, a drill press and a punch press.

*Mr. Jenkins:* Punch press! That scares me, frankly. I've seen too many nasty accidents on that machine. Let me ask you another question, Mr. Miller. You say these people are blind, you mean totally blind?

*Mr. Miller:* Well, there's a very complicated legal definition of blindness. But, roughly, what it means is that a person is blind if he has approximately 10 per cent

of normal vision, on down to total blindness.

*Mr. Jenkins:* Well, the point that I was getting at is this matter of getting here on the job. Absenteeism is always a problem in any industry. And certainly I would have some question about a blind person being able to report here every morning, and I am not sure that we can always arrange a ride or a car pool. You know, this is something I have to consider in the over-all picture.

*Mr. Miller:* Well, I think this is very important regardless of whether the worker is blind or sighted. But from our standpoint, we wouldn't consider recommending a man to you unless he was able to travel to and from the plant independently. This is one of the first prerequisites.

*Mr. Jenkins:* I see. In other words, then I have no real responsibility to provide transportation?

*Mr. Miller:* No, sir, this is his problem.

*Mr. Jenkins:* Let me ask you another question. Supposing we were to consider this thing favorably, assuming there is a job or a series of jobs that he may be able to do. Now the average employee comes in here, if he makes a go, he's got a job. If he doesn't, you know, I can fire him. When it comes to this matter of a blind person who has some family responsibilities, I frankly would hesitate to let him go if he isn't meeting our needs.

*Mr. Miller:* We recognize the public relations aspect of this. It's very important. We are not asking you to take a blind person on a charitable basis. Nor do we ask you to keep one if he isn't productive. If the person we recommend doesn't produce at least as much as the sighted competition on the job, and do it without upsetting the routine of the shop, without asking for special dispensations, we would remove that person from the job. Now should you have a man in your employ for several months or years and, because production changes, a job no longer is in existence, it would be our responsibility to find him other employment.

*Mr. Jenkins:* Oh, fair enough. That's a reasonable approach. However, you present a real proposition here. You say they are safe, that they can get to and from the plant.

that they are trained to produce. I believe you said they have a degree of flexibility as a result of this training. Very frankly, I'm still not sure that we have any jobs that a blind person can do; I wouldn't know where to put them. And secondly, you mean you would send them over here and it would be up to us to start them out on the job.

*Mr. Miller:* No, what we would like to do, with your approval, Mr. Jenkins, and this is without any commitment on your part, is to conduct a survey of the plant. There may very well be there are no jobs here that a blind person could do. On the other hand, there may be any number of jobs that can be performed totally without sight. What we would like to do is, at your convenience and with the foremen of the plant, to go through the plant and demonstrate to you and to him the practicality of this in your own plant, because I believe that the "proof is in the pudding." It is easy for me to sit here and talk to you about the efficiency of blind persons and what they are doing in another company. What you really want to know is whether or not they can do the job right here in the Jenkins Company, and do it satisfactorily.

*Mr. Jenkins:* You mean you want my foremen to walk through the plant and tell you what we are doing out there.

*Mr. Miller:* This will be part of it, of course. But I would like the opportunity to demonstrate some of the jobs. I think you recognize that I myself am totally blind.

*Mr. Jenkins:* Yes, this is what concerns me. What would happen if you sustain an injury while you are trying out on one of our jobs.

*Mr. Miller:* Well, sir. In the first place, I wouldn't be requesting to survey your company or any other if I thought there was a possibility of sustaining an injury; but I am an employee of the State, and any injury that I suffer is suffered on the job, and it is compensable by the State. You have no responsibility for me.

*Mr. Jenkins:* Oh, I see. Well, I have a moral responsibility.

*Mr. Miller:* True. I would like to clear up another point that you raised before and that is, if we find a job and you are satisfied

that this job can be done, you asked whether we would just send the person over. We would be responsible. We don't want to supplant your personnel department and training division, but if you so desired we would train this person on the job for you, and stand responsible for his production up to what you expected from any workers.

*Mr. Jenkins:* Mr. Miller, if what you say is true, you interest me greatly. I would be willing at least to allow you to see if we have anything available, with the understanding this is no commitment on our part to hire. However, Clark Johnson, our Floor Manager who is responsible for production, I think should be called in and, if the two of you can come up with some possibilities, bearing in mind the need that we have to have some flexibilities, I would certainly be glad to see what we can work out. I think this is a part of our responsibility in the community. Let me get Clark and see if he is available. Miss Barbara, would you ask Clark to come up?

(Knock on door)

*Mr. Jenkins:* Come in. Hi, Clark

*Mr. Johnson:* Hi, Mr. Jenkins.

*Mr. Jenkins:* Clark, I would like you to meet Don Miller of the New Dorp Commission for the Blind. Mr. Miller, this is Clark Johnson, our Production Manager.

*Mr. Miller:* How are you, Mr. Johnson?

*Mr. Johnson:* Hi, Mr. Miller.

*Mr. Jenkins:* Mr. Miller is telling me about the possibilities of employing blind people in the plant. It is a very interesting proposition, Clark. However, you are the production man. I would like to have him talk it over with you, and he would like to take a tour through the plant. Do you have time to go out with him now?

*Mr. Johnson:* Well, all right, Mr. Jenkins. Mr. Miller suppose you come along with me.

*Mr. Miller:* All right, sir. Thank you very much, Mr. Jenkins. We will be reporting back to you.

*Mr. Jenkins:* Fine. As I say now, if you find anything we would be glad to consider it; however, I want you again to understand

this is not a commitment on our part to hire.

*Mr. Miller:* I understand.

*Mr. Jenkins:* All right.

*Mr. Miller:* Suppose I take your arm, Mr. Johnson; it will make it easier that way.

*Mr. Johnson:* All right, Mr. Miller.

(Later after going through plant)

*Mr. Johnson:* Well, Don, that just about completes the whole plant. You've seen just about every operation we have. I noticed that you handled yourself pretty well on some of them; but how do I know the blind person that you are going to send in here can do as well as you did. I would be glad to give you a job if you wanted it.

*Mr. Miller:* Clark, I appreciate the spirit of cooperation you have shown me here. You haven't held anything back, and I see no reason why we should hold any punches back from you. As I indicated to you before, we are not going to try to put a millstone around your neck. We recognize that, as a production manager, you are responsible for getting a certain number of parts out every day. If we can give you a person who can help you do that job, if incidentally, he happens to be blind, you may be willing to accept him. But we are not going to put someone in here who doesn't fit the pattern.

*Mr. Johnson:* Yea, but Don, you take the drill-press operation. That operation does not run continuous every day. A man may have to move from the drill press to punch press and back again. And we're going to need a blind person around here who can do that easily and quickly. Now, can you help me on something like that?

*Mr. Miller:* Clark, I think that we can. You know from what you have seen that a blind person can do these jobs that you are talking about. We will guarantee to bring a person in who will be able to perform these jobs as well as the average worker that you have on the line today. I'm not going to promise you any miracles, because we don't believe that blind people are miracle workers. But I'm going to promise you that the person that we bring in will either produce as you expect him to produce, or we will remove him from the job.

*Mr. Johnson:* Don, let me get one thing straight. Now, as we were walking through the plant, I asked you about a blind person being able to move around this plant; I asked you about his punching in by himself, and going out to lunch by himself. Coming and going, I don't mind if he walks with other people, but I don't want to assign anybody to lead him around. Now you are telling me that the blind person you'll bring here should be able to do these things. Am I right?

*Mr. Miller:* This is right. Clark, this is all a part of our central training procedure for getting a person ready for a job. There are certain differences. Our blind person is, perhaps, going to use a staple on his card so he can find the card himself, but he will be able to punch a time clock. He'll be able to find his card, punch it, and put it back in the rack, and the same in reverse in the afternoon. We would prefer that you not assign anybody to guide this blind person around. We will do the initial training, showing him around the plant, and then believe me, Clark, he will make his own friends.

*Mr. Johnson:* Well, you are telling me that this blind person should be able to get around the plant, should be able to move from one machine to another without difficulty, then I guess I am sold on it and I will be glad to talk to Mr. Jenkins about it.

*Mr. Miller:* I appreciate your attitude, Clark. I don't want to take up too much of your time at this time. I know you are a busy man and you've got to get back to the job. But there's one other thing that we haven't discussed that I would like to point out to you. This isn't something we promise, but we have seen it happen in many plants. Where a blind person comes on a job, we have found, on a number of occasions, the departmental production rises. Now this isn't because the blind man is a miracle worker or because he is a pace setter; it's simply because his sighted peers see this is a man doing a job with a rather severe handicap, and he's doing it in an efficient manner and doing it without asking any special favors, and they think that if this is so, can they really do less?

*Mr. Johnson:* Well, it seems to me from all the preparation you guys tell me you put

in to prepare a blind man for the work, I'm getting a better trained person than I usually get. Let's go see Mr. Jenkins.

*Mr. Miller:* Fine, fine, Clark.

(Later — next day)

*Mr. Jenkins:* Come in fellows. Hi, Don. How are you today?

*Mr. Miller:* Good to see you again, Mr. Jenkins. Mr. Jenkins. I would like you to meet Paul Varner, the chap that we were talking about.

*Mr. Varner:* Hello, Sir.

*Mr. Jenkins:* Good to know you. I understand that you are going to come to work for us.

*Mr. Varner:* Yes, sir. That's what Mr. Miller has told me.

*Mr. Jenkins:* Fine. Don, you have a job all picked?

*Mr. Miller:* Yes, we have a couple of jobs, Mr. Jenkins, that we think Paul Varner can do and do very well.

*Mr. Jenkins:* Okay. Why don't I call Clark in and you boys can go out into the plant and get started?

*Mr. Miller:* Good enough, sir.

*Mr. Jenkins:* Barbara, would you have Clark come in please.

*Mr. Johnson:* Hi, Mr. Jenkins. Hello, Don.

*Mr. Jenkins:* Clark, this is Paul Varner. The young man is going to come to work for us.

*Mr. Johnson:* Hi, Paul.

*Mr. Varner:* Hello, Sir.

*Mr. Jenkins:* Since we have agreed on the jobs, suppose you fellows go ahead and get him started. Good luck, Paul.

*Mr. Varner:* Thank you a lot, Mr. Jenkins.

*Mr. Johnson:* Okay. Don you want to come along with me? Come on, Paul.

*Mr. Miller:* Thank you.

(Shop noise in background)

*Mr. Johnson:* Don, as I understand it, you are going to show Paul this job, right?

*Mr. Miller:* Yes, I would like to show him the job; and I would like to show him around

the plant a little bit, so he will be somewhat familiar with it.

*Mr. Johnson:* Why don't you show Paul the set-up so we can start him on the drill press today? As soon as you finish showing him the set-up, who don't you come back here, and we'll go over the drill press together to get him started on that.

*Mr. Miller:* Okay, Clark. Let's go Paul.

*Mr. Johnson:* See you in a little while.

*Mr. Miller:* Thanks, Clark.

End of Tape

\* \* \*

*Mr. Richterman:* We just stopped the tape at this spot and, as you can see, so far things are going pretty well. Now one of the reasons why things are going pretty well is because of the people who have the postions in the factory. Norman Yoder, who used to be in the State rehab program, now owns this factory and he understands things. So, our advice to all rehab placement men is to make placement in factories where the officers used to be in the State rehab program. I might add, if you haven't already noticed, that this tape was done without the benefit of script, and you may have noticed from time to time during the tape that the studio in which it was done was quite full of cigarette smoke. We want to continue the tape, but we did not want to take it upon ourselves to continue the tape until such time as we got a vote of approval from the audience, simply because as I mentioned up until this point things are going well. From this point on, things don't do any too well. Some of the responsibility for what happens from now on rests with the client. It gets a little salty at times. With your permission, and I'm not going to ask for a show of hands or a vote, I'm just going to assume that we can all listen to the rest of this tape just to see what happens. Let's see what happens after all of this wonderful preparation and cooperation when the client begins working on the job. What may happen? So here we go, and there are one, two, three, four, five people sitting up here that may be looking for new jobs at the end of this program. My room registration number is down at the desk. Please call me and I'll

contact the other fellows. We have a wealth of experience. Okay, let's see what happens. Are you ready? All right, here we go.

*Mr. Varner:* I don't know whether I want to work here or not.

*Mr. Miller:* Keep it down.

*Mr. Varner:* I don't care. This place doesn't seem very clean. Well, after all, the job is noisy and the people don't seem very friendly at all.

*Mr. Miller:* You haven't even given it a chance.

*Mr. Varner:* You know I don't have to work. I'm getting welfare.

*Mr. Miller:* Now let me tell you something. You \*\*\* so and so . . .

*Mr. Varner:* Listen, you can't talk to me like that; you don't need to call me nasty names.

(Sounds of much confusion as Paul gets hand caught in drill press)

*Mr. Johnson:* Listen, this whole idea was your idea. You got that guy here. . .

*Mr. Miller:* Come on, get this guy's hand taken care of, will you?

*Mr. Johnson:* What were you telling me about vision? I thought this guy was one of those blind guys with vision.

End of tape

*Mr. Richterman:* Well, you see, in spite of all the criticism that is heaped on placement counselors, it is sometimes the client's fault, too. We are prepared to answer any questions regarding placement of blind persons. It doesn't always work this way, thankfully, as you saw on the last part of the tape. The record of the placement counselor within the field speaks for itself, and the people up here represent the best that we have in work with blind people as regard placement of blind people. If there are any questions from the floor, we will certainly entertain them at this time regarding a placement program.

*Question:* I am rather curious as to what happened to this fellow.

*Mr. Richterman:* He is Executive Director of the Pennsylvania State Commission for the Blind, and the only way we got him in on that job was to get that brain damage fixed.

*Question:* (Relates to plant orientation.) If I have your question right, you indicated that, because a plant may be noisy, it may be difficult for a blind person to orient in it and as a result he may be somewhat afraid of working there.

*Dr. Yoder:* In large industrial establishments, the noise is a real factor, but it is very true that, after one has been in there a couple of days and on the job, you are completely oblivious of the sounds around you. You are concerned only with the sound of the machine at which you are working for a particular job. The noise fades out of your consciousness and you are only aware of the job that you are doing yourself; but it is a real challenge, I think, going into this thing.

*Question:* Client did not seem too well prepared.

*Dr. MacFarland:* It revolves around whether or not the preparation of the client was adequate in view of the fact that we met with resistance when we actually placed him on the job. Bill, I'll take a crack at that. First of all, you recognize that the tape ran long enough. If we had tried to include all the client preparation—obviously there wasn't too much here—but had we tried to include the preparations, it would have made the tape unwieldy. We recognize that an awful lot goes into preparing a client before he gets on the job, if you expect him to stay there. The thing that happened after this man was placed on the job, you must recognize was just a kind of job. We were all pretty tired and decided that this was the way we should end it, and we did. We didn't expect that Vieceli would have the courage to play the end of it, but he did.

Actually on that, too, I think what we were doing was really showing the error of not having prepared the client to go into a shop situation. I might add that actually the sound of this thing was dubbed in and the record was made by Ralph Biestline, and the noise was from the American Can Company, I understand. There was a lot of noise in this tape situation.

*Mr. Richterman:* I would like to add, if I may for a moment, Dr. Thompson, that there is no question in my mind that even with the best preparation that a counselor can give

from time to time, maybe not as often as that, but you do run into a situation where you think you have the best prepared blind person in the world ready to take a job, and then at the last moment you find out there, some of the actual experiences: his wife doesn't want him to work, she'd rather work instead of him; or you find out that he is getting a pension and he is afraid he is going to lose the pension; and these things come up just about the time you are ready to step into the door of the factory with the client. It does happen; I'm sure it has happened to you. I'm very happy to say that these are rare occasions, but they have happened, they have happened to me and I'm sure they have happened to everybody on the panel. I see a hand way back in the corner.

*Question:* Who will do the orientation in the plant?

*Mr. Richterman:* Do I have you right? You are questioning whether the blind placement man should be the one to orient the blind person on the job? Am I right? It is unfortunate if you receive the impression from the tape that the blind person being placed on a job was going to be left to orient to the plant himself. That's an unfortunate impression that may have been left with you. But it would be the job of the blind placement counselor to orient the blind worker to the plant, certainly with the help of the foreman or perhaps somebody the foreman could assign or any help he could get, but in cases where there is no help available, it would be the job of the blind placement man to do this. And this is the reason for courses like Southern Illinois and other courses for placement men, so that we can weed out and select those best blind people to do what I believe is the toughest of all in our business. I wonder if anybody wants to add to that.

Dr. Yoder is going to say a word on this. But I say if you are finding fault with the tape, not with the placement, I am with you all the way.

*Dr. Yoder:* I think the question is well taken. The second section of the tape indicated that the placement man was working with the sighted foreman on orienting himself and becoming familiar with the situation and the job, and certainly this is true. And more

especially, having had this experience, he brings his client in, not to do it on his own, I don't think, but with sighted help.

*Mr. Vieceli:* Before closing our section of the program, I would like to announce that Southern Illinois University will be offering three training courses this next year. The fall course will be offered in October, starting on October 14, and we will be offering another course in the winter term in February, and

again in July of 1963. There are some OVR stipends available; we would accept applications for these courses from counselors. I do have some material on the training course and brochures outlining our application procedures, plus some of our objectives and purposes. I have these up here on the piano in front of the room. If anybody is interested, I will be glad to let you have them. Pick one up. Thank you.

## USE OF LOW-VISION AIDS IN EMPLOYMENT

Elmer F. Beckett, Director, Rehabilitation and Personnel Services for the Blind, Goodwill Industries, Dayton, Ohio

I feel that the value of low-vision aid devices has been rather well established. Various agencies, rehabilitation centers, and hospitals throughout the country have demonstrated how much a partially sighted individual can be helped by the proper use of magnification in any one of several forms. For this reason, my remarks today will not be directed toward convincing anyone of the general importance of "visual rehabilitation", or the use of optical aid devices. Rather, I will confine myself to talk in terms of how these devices can be used to maintain or increase the employability of an individual worker.

The Sub-Normal Vision Service has been in operation at Goodwill Industries of Dayton, Inc. since July 1, 1957. During these past five years, I have observed several interesting instances in which the provision of the proper optical aid device or devices has served to keep an individual employed or to increase the value of his services to his employer. I would like to describe a few of these cases so that we can later establish some general principles to be followed and some problems which may be encountered when considering optical aid devices in relation to work situations.

**Case No. 1.** — A twenty-two year old college graduate with 20/200 vision was referred to us by the director of a large governmental agency in this city. This young man

had passed his civil service exams and had been employed by this agency as an interviewer. His supervisor felt that unless his vision could be improved he would have to let him go at the end of his probationary period. This client needed to be able to see to fill in blanks and forms as he interviewed the person across his desk. As a result of the referral to our agency, a rather unusual pair of glasses was developed for him. For one eye, a 1.5 telescopic with a plus four reading cap was prescribed. For the other eye, a regular ophthalmic correction. These enabled the young man to read Jaeger 5 (newsprint) with the telescopic lens and allowed him with the other eye to observe the client's face across his desk. They also permit him to move about freely without having to change glasses. This was an unusual case in that this young man had an acentric focus and used only one eye at a time. Also, an important factor was that the client had equal vision in both eyes and corrected equally. This turned out to be a very successful fitting. The young man wears the glasses, works every day, and everyone concerned is happy with the results.

**Case No. 2.** — A thirty-four year old factory worker with 20/400 vision in one eye and light perception in the other was referred for assistance which would help him in his work. He was fitted with 2.2 telescopics with three separate reading caps; a plus four, a plus

eight and a plus twelve. With the plus four, this man could work at a distance which enabled him to operate a drill press, a sandblaster and other machines safely. It also helped him in bench assembly work. With the plus eight at a focal distance of seven inches, he could inspect his work with much improved visual acuity. With the plus twelve, he could read Jaeger 6 print at about four inches. These glasses were for work only. This man had no difficulty in travel and preferred not to wear the glasses except when he was on the job. They did prove, however, to be of substantial benefit to him as a worker.

**Case No. 3.** — A forty-one year old teacher in a parochial school came to our center quite despondent and discouraged because of failing vision. The ophthalmologist's report which she brought to us showed 20/400 vision in one eye and light perception in the other. She had difficulty in controlling her students and could no longer see to read to grade papers and keep up with her other work. She was provided with two pairs of glasses and a hand magnifier. With these she was able to achieve 20/60 distance vision in her better eye and could read Jaeger 3 (telephone directory) at near point. She went back to her work and has been functioning successfully with these lenses for over a year.

**Case No. 4.** — A forty year old man came to us for assistance particularly with near-point vision. He had suffered a visual impairment some seven years before his first contact with us and had vision of 20/200 with near-point vision of Jaeger 10 at a six-inch focal distance. Ophthalmic lenses were of no assistance to him. He worked as a bench assembler in one of the large industrial plants in Dayton. He had 17 years seniority with the company, but was in danger of being laid off as a disability pensioner. His greatest problem was his inability to read work sheets and instructions which came to the department. He was fitted with a pair of microscopic bifocals. These gave him no improvement in distance vision. They did, however, give him the ability to read print as small as Jaeger 1 (this print is smaller than that used in the classified section of the newspaper.) The man not only kept his job, but also became a group leader within a short

time. Ability to read work sheets and instructions, plus the ability to keep simple records necessary for a group leader in his shop, made a tremendous difference.

I feel that several generalizations can be made on the basis of these examples. First, it can be seen that the fitting of lenses for a specific job or for a particular type of employment is a highly specialized skill. The optometrist or ophthalmologist fitting these lenses must be thoroughly acquainted with the precise requirements of the job under consideration. The particular difficulties of the worker must be evaluated and the lenses must be fitted to accommodate to these difficulties. Subnormal vision devices and magnification in any form do not give a great deal of adaptability and, therefore, those particular tasks which create the greatest problems are the ones which must have prime consideration. If the patient or client is fitted to give him the general use of his vision, this may or may not be of great assistance at his job.

I have chosen as examples in every instance the case where the client was already employed. I think one of the greatest values of subnormal vision devices is to enable the employed person to improve or maintain himself on his present job. This is not discounting the value of these devices to people who have not yet found employment or who are preparing for it. It seems to me, however, extremely important to enable the working individual to remain in the job with which he is familiar and where he is already recognized as proficient. In order to accomplish this, service must be provided quickly at the time it becomes necessary. Otherwise, the employer will become discouraged and the employee is likely to be dismissed or pensioned and will not receive further consideration.

There are several other aspects of the use of subnormal vision aids in employment which I would like to mention. One is that the client himself must thoroughly understand the limitations and lack of adaptability of many subnormal vision devices. He must fully realize that he still will face some problems in finding and keeping work. He must realize that he will have to continue to use initiative in finding ways to do jobs where his vision is limited. Also, the employer

must be made aware of the fact that a shortened focal distance does not necessarily mean inability to do work or inaccuracy in handling the job. The client will have to accept the fact that many of these devices may give him an odd appearance which will be noticed by employer and fellow employees alike. If a vocational rehabilitation counselor is involved in working with this client, he may have to give him some help in getting acceptance on the part of the employer and employees because of this.

We have found that low-vision aid devices can be helpful in many types of work. Some other examples than those I have given might be: clerical work, stenographic work, a layout man, a domestic worker, a minister, a school janitor and a retail store clerk. We have had clients who were fitted and who have been functioning successfully in all of these jobs for several years.

I would like to summarize quickly my thoughts on the subject on the use of low-vision aids in an employment situation.

1. The fitting has to be highly specialized to give the greatest assistance in a particular job situation.

2. Even when the best work is done in this respect, there will be problems related to poor vision which the client will have to solve through his own initiative and inventiveness.

3. Both the client and the employer must be aware of the advantages and limitations of subnormal vision aids.

4. We have found that the greatest value of our service in providing these devices has been to help people stay in the jobs that they already have.

5. It often requires more than a single device in order to give increased adaptability to handle a particular job situation.

6. Every effort should be made to provide visual rehabilitation service promptly when it is needed. Once the job is lost or retirement has been decreed by the employer, it is difficult to reinstate the individual worker.

7. Optical aid devices will lend themselves to a great many types of jobs and professions.

## FACING OUR COMPETITION IN THE VENDING STAND PROGRAM

### A Panel Discussion

Louis H. Rives, Jr., Chief

Division of Services to the Blind, Office of Vocational Rehabilitation  
Department of Health, Education, and Welfare, Washington, D.C.

and

Robert J. Braverman

Harbridge House, Inc., Boston, Massachusetts

### MR. RIVES' STATEMENT

I think it most timely that we discuss the Vending Stand Program today, not only because many of you here are directly concerned with the Vending Stand Program, but because I think it has a real impact for all of you even though your particular interest in work for the blind may be in other areas which seem remote from vending stand operations. I think it is important to you because I know of no other employment opportunity in which more sighted people every day see blind per-

sons performing than in the Vending Stand Program. This year we will have under the Randolph-Sheppard Plan alone almost 2,500 operators, working every day, being seen by thousands of people every day. Now, this has two real impacts as I see it. This is why I think the Vending Stand Program is so important and why it can never be a secondary program. One reason is that, when the thousands and thousands of sighted members of the public see the vending stand operators

properly, it convinces them that these people can perform, thus making it easier for the placement men whom you have heard earlier this morning to do their type of competitive placing. The other reason is that, entirely aside from its employment value, nothing, I think, has a greater public impact than the Vending Stand Program. When you see a blind person performing efficiently, competently, it changes the whole public attitude toward the blind. And it draws sharply the contrast between the beggar on the street and the efficient businessman. It is for these reasons that we think the vending Stand Program is important and why we are giving it emphasis.

In deciding what we are going to do to strengthen the Program, we felt that training was the first essential; and it was just two years ago this month our first vending stand course was held in San Francisco. There have been several of them since then. Also, a "Manual for Vending Stand Operation" has been developed. We are going to continue this training and the development of handbooks and manuals to meet the needs of vending stand supervisors. We believe that, by improving the effectiveness of the supervisors, the skills of each individual operator will be improved and, hence, the entire program strengthened.

In undertaking this activity, we sought the best advice we could find. We looked around the field and found a management consultant firm named Harbridge House in Boston, Massachusetts, and entered into a contract with them to develop the training manual and to carry out our training program. The one person who has had this primary responsibility now for almost three years, because a year's preparation went on before the first course was offered, is Bob Braverman who is going to be talking to you in a minute or so. Bob is exceptionally well-qualified, not only because he is an expert in business management, but because he has also been exposed to rehabilitation through other studies which Harbridge House has done for the Office of Vocational Rehabilitation. So, in his knowledge, there is a combination of skill in business and an appreciation of the merits of individuals gained through his knowledge of rehabilitation. I think he is about as well qualified as anyone in the country to talk to us about the challenge to our Vending Stand Program, posed by competition from vending machines.

After Bob has made his remarks, then our Panel, which consists of Mr. Johnson, Mr. Strickland, and Mr. Gallagher, will be available for your questions and for questions which they may wish to raise with each other.

#### MR. BRAVERMAN'S STATEMENT

Thank you Mr. Rives.

I am very happy to be here this morning to talk about competition. Every place one goes these days it seems that there is increasing competition of all sorts, and vending machines are springing up like mushrooms all over the country.

Before we talk about the Vending Stand Program's competition, it might be well to talk about the Program and what it is for. As I see it, the Program has two connected purposes. The first is to provide employment for blind people directly by placing them in vending stands as operators. The second, perhaps even more important than the first, is to improve the climate of acceptance for blind people by showing what they can do

in competitive situations. In other words, the Program is a showcase for all the blind. I think it is important to meet competition, but not at the expense of these two objectives. In other words, if competition is met, but one of these two objectives is ignored, then the purpose of the Vending Stand Program has not been served. There is no point to meeting competition just for the sake of meeting it. One must meet competition and serve the purposes of the Program as well. What different kinds of competition are there and what do they mean for the Vending Stand Program? I know that many of you in the audience are going to be saying that I am speaking quite generally and in your local situation the story is a little different.

It is like the man who cuts his prices to meet competition until they are below cost and then says "We lose money on every sale, but we have a hell of a volume."

Well, I do not know your local situation and I do not know what particular competition each of you face. And I cannot tell you exactly how to meet it. But, I can talk generally about the kinds of competition throughout the country. There seems to be four types — one type might well be called the junk operators. They have little or no assets, no plan, just determination. These are the people who place a board on top of a garbage can and a small coffee urn on top of that and sell to anyone who comes by. I am sure many of you have seen operations of this sort and, in fact, in many places in the country the vending stands have replaced this sort of operation.

The second kind, and I think it is the kind of competition that most of you are quite familiar with, I feel is the commercial vending machines.

The third are the caterers and large food chains that put up cafeterias or in-plant feeding eating establishments.

Fourth, is a kind of competition that I do not think many of you have seen yet, but one which I think will be coming and may represent the most important kind of competition you will be facing. These are the companies that put up snack bars that look just like vending stands. They will sell the same kinds of merchandise as you do. These will become important competitors because, in fact, they are more profitable than vending machines; and as many of the catering and vending machine companies begin to realize this, they will be coming into this field more and more. This is where competition will be hitting you head on.

Well, if this is going to be the greatest threat to the Vending Stand Program, let us examine how you can meet it. Does the Vending Stand Program have to compete for every dollar that is spent on cigarettes, coffee, or magazines, or does it have a rather narrow frame of competition? I myself think the frame of competition is quite narrow. I do not think it makes sense to try to compete with every other organization that is in the field of selling food or magazines or coffee or cigar-

ettes. I think the Vending Stand Program exists for the two purposes we have mentioned before: one is to provide employment opportunity, and the second is to show what a blind man can do in a competitive situation. In view of this, the Vending Stand Program should go only to those locations in which these purposes can be served. This means that the Vending Stand Program must reject those locations that are too small to set up a profitable enterprise and also those where the operator cannot show himself to advantage. It must also reject those locations that are too large. I have seen cafeterias throughout the country which have a blind operator who sits in a rear enclosed room and manages 20 sighted employees. I think those kind of stands may not be serving the purposes of the Vending Stand Program as well as those vending stands where the public can see the operator working. Now, I would not want to tell you that managing is not working, but that most people who see a man sitting do not realize that he is working. They think that the 20 sighted employees are doing the work of the man who is sitting there taking in the profit. I think one must be careful to consider that. But, at any rate, the range of competition, where the Vending Stand Program enters in, is between the too large and the too small stands, in effect for those locations serving between 75 and 250 people. That is the area of competition that we are talking about here.

Now, how does the Vending Stand Program meet the competition in this particular area? What is it that the Vending Stand Program must have to allow it to succeed? Well, in any kind of competition, one of the most important things is to get there first. The man who is in first has a great advantage over those who follow. Once a vending stand is established in a particular location, then no competing company will be able to shake it out without enormously better service and, conversely, if a vending *machine* is there first, or a private organization is there first, the Vending Stand Program will have great difficulty in replacing it. That means that the Vending Stand Program must always be alert to whatever new locations are being built, must decide, preferably when the builder's plans are being made, whether a vending stand

is going to be located in that particular location, how large the stand will be, what it will sell, what kinds of people it will service, how it is going to be set up, where it is going to be, and what the stand is going to look like. That means a lot more planning in the Vending Stand Program; it means one does not wait until vending machines are installed in a particular place before he decides to get there, too, and try to get a stand in. The Vending Stand Program has to anticipate the directions in which a city is expanding, where new buildings are going up, what kinds of buildings they are going to be, what kinds of people are going to be working there, what kinds of stands are needed. The Vending Stand Program must have *quick reaction capability*. As soon as you find out that a particular location may be available, you must be there within a day and you must have your entire plan of attack ready. This means that you should have models of vending stands which you can show to people. It means you should have stands to which you can take people to show them how the program operates. Talking about the other stands brings me to my next point.

Any vending stand program that has an eye-sore stand, a stand of which it is ashamed, it seems to me is in very bad trouble, because every stand is an advertisement for the program. And a bad stand, even one bad stand, is a bad advertisement. In many places, the philosophy of the Vending Stand Program is expand, expand, expand, without giving thought to those stands that are already in existence. If an existing stand does not look well; if it has an inept operator; if it is dirty, dingy, damp, or dismal (and I am sure you have all seen stands of that sort), that stand will lose more opportunities for placing the blind than a new stand may bring in. If I were faced with a choice between opening a new stand and refurbishing or closing down an old stand which was an eye-sore, I would certainly do the second because, although a new stand may bring new opportunities for placing the blind, an old stand, a bad stand, can take away more opportunities than you can produce. It seems to me that every program must have its period of consolidation, where it thinks, not about new stands, new opera-

tors, more money, more numbers, but rather what can be done to raise the general level of the program so that every stand in existence is a place where people go to eat or buy with pleasure. Every stand must extend an invitation to the public to come and eat. No one should have to make allowances or excuses for any stand in the program.

Now, so far as selling against the competition is concerned, the vending machine companies and private caterers have very sophisticated and well-trained sales staffs which do only selling. They do not supervise; they do not sit back in their office and make policy; they sell. Now selling is both skill and an art, and more important, a skill that not all of us share. It is not a disgrace to admit that one does not have the selling capability, but it is foolish to think that everybody has it. My advice is to have every vending stand program have a selling staff composed of those people who are concerned solely with negotiating for new locations. Now this may be different from what has been done in the past, and I am not entirely sure the panel agrees, but I think every organization that is successful has people that can sell and who want to sell. I think the Vending Stand Program ought to have salesmen, and it ought to have managers, and I do not think they need to be the same people. Now, what is this that they will sell, what are the particular qualities in the Vending Stand Program that are salable? Well, there seem to be two things. One, which I have already mentioned, is the Vending Stand Program's image. Any vending stand that goes up, it seems to me, must be light, and bright, and clean. All too often the thing that is neglected in vending stands is paint; and though paint is very cheap, it is a very important commodity when it is placed on a stand. I have also heard it said that a vending stand does not really need very much light because the man running it is blind and cannot read anyway, and he does not need the light to see. But the people who come to the stand can see, and they are repelled by a dark stand. Many sighted people connect the notion of darkness with that of blindness. This, it seems to me, is something that a vending stand program should try to combat. Every vending stand should be bright, *very*

bright, so that the link between blindness and darkness is broken apart and those two things are no longer associated.

Now, the other thing the Vending Stand Program is selling is service. Service is something that no machine can sell. This means that every vending stand must have an operator who is not only capable of distinguishing between 37 different kinds of cigarettes, but who wants to serve, who understands that his business in being behind the vending stand is to provide *service* to the public, not just to make money. He returns something for your investment in him. He is placed in a stand that you have put up for him, you have given him his initial start, and now he owes something to the program and something to the blind generally who support him. He pays his debt by being a public relations man for the blind. He owes dedication of a part of his career to being a representative of the program. Therefore, it seems to me that the Vending Stand Program must select those people who are willing and able to perform that public relations' function. It must seek people who are not only manually adept and can keep their tempers under pressure, but people who are outgoing and gregarious, people who like to meet the public, and people who are able to meet it well, people with charm and poise. I have been told that the Vending Stand Program often becomes a dumping off place for those people who cannot be placed in another competitive employment, and the Vending Stand Program people have told me that their counselors frequently give them very difficult people to place, thinking that the Vending Stand Program is a workshop. This is self-defeating. The Vending Stand Program cannot be a sheltered workshop. It is a situation that displays the blind right in the middle of a competitive society, and the people who become vending stand operators should be among the best that you can display to the public. One does not display to the public those people who are social misfits. One displays those people in whom one has confidence. Just as you would not send a representative of your organization of whom you were ashamed to represent you in Washington, so you should not be sending people of whom you are ashamed to operate

vending stands. These people should be among the best in the program.

Let me talk generally about competition and what I think it means for the Vending Stand Program. I have heard many people in the program complain that competition is increasing and that this represents a terrible threat. They want to know what new laws can preserve the Vending Stand Program in this competition. I myself cannot feel terribly sorry for the Vending Stand Program. I make my living in a competitive society. I think you ought to make your living in a competitive society, too. I do not see that one has to seek constantly for ways for protecting the program against the competition. I think that if you people really believe what you have been saying about the ability of the blind to serve in competitive employment, then you ought to act as though you believe it. You ought to welcome competition. There is only one great difference between the Vending Stand Program and its competition: that is that the competition is hungry; and the vending stand people may be too smug. The competition is out to make a buck, they are aggressive and smart; they are thinking, they are planning. But many people in the Vending Stand Program have been protected from real competition for a long time, and I think it is time to see that you have a fight on your hands. You can fight on their terms. You can be as smart as they are. You can plan as much as they do. Why do you require protection from the law?

I advise you not to seek more protection, but to go out and fight them on their own terms. This means that the supervisors in the Vending Stand Program have to be just as smart, alert, and aggressive as the people who are working for business organizations. It means that when they go to a stand, they do not do as one man told me, when I asked what he did: "I see whether it is dirty." And when I said what do you do if it is dirty, he said "I clean it." I do not think that is what the vending stand supervisors ought to be doing. I think they ought to be learning how to manage better. I think they ought to be learning how to teach the operators to do the kind of job that will make people proud of the program. They ought to be learning how

to teach the operators to be representative of the entire class of the blind. I think competition is a good thing, because I think it is the stimulant that is going to make the vending stand agencies tighter and more capable organizations than they have been. Certainly, we all know they have done great things in the past. But this competition is going to show whether they are really as good as they think. It is going to tell whether you people really know your business, because you will be fighting these people head-on.

Now, I know you are all concerned about vending machines, but, as I have mentioned to you before, I think the real threat is the private operators putting up snack bars just

like your vending stands, because these are far more profitable than the vending machines. And, just as in the business world, the mark of an organization that is well run and well managed is its ability to stay profitable in the face of competition. That is going to be the test of the Vending Stand Program as well, because, I think, though one might be able to get protectionary legislation to ward off the competition, instead, you people ought to go out and take them on, because you have here all the talent, and all the skill you need. The question is only how much determination do you have to use them.

(Questions to the Panel from the audience are not reproduced here.)

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## PAPERS PRESENTED AT TUESDAY AFTERNOON GENERAL SESSION

### ANNE SULLIVAN MACY SERVICE FOR DEAF-BLIND PERSONS

*Chairman*—Peter J. Salmon, LL.D., Executive Director  
Industrial Home for the Blind, Brooklyn, New York

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### NEW REGIONAL SERVICE FOR DEAF-BLIND PERSONS

Peter J. Salmon, LL.D., Executive Director  
Industrial Home for the Blind, Brooklyn, New York

The Industrial Home for the Blind recently announced the development of a Regional Rehabilitation Service for deaf-blind persons. Since the publication of its first Government-sponsored study on deaf-blindness in 1958 and 1959, the IHB has been concerned with implementing the knowledge and recommendations contained in that seven-volume report.

After lengthy consideration and with the encouragement of leaders in service to the blind and the United States Office of Vocational Rehabilitation, the IHB will shortly begin a new phase of service in which deaf-blind persons will be offered unprecedented opportunities. This new service will be launched under the sponsorship of the U.S. Office of Vocational Rehabilitation.

OVR funds have already been allocated for the Project which officially started its development phase on June 1, 1962.

The IHB Regional Rehabilitation Service will be a natural outgrowth of the long IHB interest in deaf-blind individuals, dating back some fifty years. Having served more than 100 deaf-blind individuals in recent years, the IHB has accumulated a wealth of experience that will be useful in the new Project. After consultation with State Directors of Rehabilitation Services for the Blind and other leaders of private and public agencies to ascertain the need for, and interest in such a project, the IHB evolved a design for a Demonstration and Research Project which was presented to and approved by the Office of Vocational Re-

habilitation of the United States Department of Health, Education, and Welfare.

This event is a fitting climax to a half-century of IHB efforts in the rehabilitation of deaf-blind persons. During the past seventeen years, these efforts have been encouraged by the deep interest and support of Dr. Helen Keller. In an early expression of this interest, Dr. Keller participated in the ceremonies formally opening the IHB Department of Services for Deaf-Blind persons in June, 1945. In recognition of Dr. Keller's unique role in the field, the IHB is designating its new project "The Anne Sullivan Macy Service for Deaf-Blind Persons," thus honoring Dr. Keller's beloved teacher.

What are the details of the new Project?

The Title:

A Demonstration and Research Project Concerning the Development of a Regional Rehabilitation Service for Deaf-Blind Persons.

The Objectives:

1. To demonstrate that a regional rehabilitation service for deaf-blind persons can influence their lives, enabling some to return to their home communities, if conditions are favorable, and preparing others to function successfully on a long-term basis with the continued help of a central regional facility. The latter group, despite their need for protracted service, will still be able to become

at least partially self-supporting and find satisfying social outlets.

2. To demonstrate that it is practical to develop cooperative relationships with public and private agencies within a stated region of the United States and to use these relationships to serve deaf-blind persons more effectively.

3. To demonstrate a pattern of service for deaf-blind persons that can be used as a prototype for other programs throughout the United States.

There will be three major aspects to the Project:

#### 1. Organization of the Region

The region selected for this Demonstration and Research Project will comprise all the Eastern Seaboard States from Maine to North Carolina. The exact regional boundaries will be flexible, depending upon the needs of deaf-blind persons and the interest of other states in cooperating with the Project.

Initial discussions with State directors of rehabilitation and administrators of other public and private agencies have already confirmed the fact that the Project will receive full cooperation from all states concerned. Meetings with representatives of state and national agencies conducted at the 1961 Annual Convention of the American Association of Workers for the Blind also pointed up the widespread enthusiasm felt by leaders in the field for the proposals.

As soon as the Project enters the service phase, discussions will be held with all agencies concerned, to work out details of referral, distribution of functions, and patterns of co-operation between state and local agency personnel and the IHB Project staff. One of the most important aspects of the Project will be the provision that the IHB will, at the invitation of an agency, orient and train staff members in techniques of working with deaf-blind persons. It is hoped that every state cooperating in the Project will ultimately have available some trained professional workers capable of providing effective service to the deaf-blind.

#### 2. Service to Deaf-Blind Persons

Upon accepting deaf-blind persons for

service from any state in the selected region for service, the IHB will, after initial consideration, provide them with a comprehensive rehabilitation program including one or more of the following services adapted to the needs of the individual.

- a. Intake
- b. Evaluation
- c. Training
- d. Community resettlement
- e. Long-term regional rehabilitation

Service for those not returning to their home communities will include continuing counseling, group work and recreation, assistance with personal problems, and workshop employment.

Among the areas in which evaluation and training will be given are:

- a. Communication skills
- b. Skills of daily living
- c. Interpersonal relationships
- d. Emotional adjustment
- e. Vocational and avocational activities
- f. Recreational and social skills
- g. Mobility
- h. Academic learning, including reading, writing, and computing
- i. Braille reading and writing
- j. Use of special devices
- k. Home activities, including domestic science and home repair
- l. Use of tools and machines

An important aspect of the Project service will be its focus upon identifying the potentialities of the deaf-blind person and making available to him every resource which he needs to develop these potentialities. To this end, the IHB will use a team of specialists in the various disciplines to complement the existing IHB staff. Although specialized help will be given when needed, every effort will be made to offer some service, at least, through the regular IHB structure, thus encouraging the deaf-blind person to perceive himself as capable of functioning with other less handicapped individuals.

### 3. Research

Data about the work performed in the Project will be collected by a research staff which will analyze the information, record it, and prepare written reports. It is hoped that the data presented will support the basic hypothesis of the Project—that deaf-blind persons can be rehabilitated by a regional program of this type.

The IHB regards the Anne Sullivan Macy Service for Deaf-Blind Persons as one of the most important undertakings in the history of the agency. We at the IHB are convinced that deaf-blind persons can be helped to lead useful and happy lives if given the proper

services and opportunities. We feel that our Project will clearly demonstrate this in terms which will establish this idea in the minds of all persons in rehabilitation. If, by reason of our efforts, we can open some doors for deaf-blind persons and develop an atmosphere of understanding and helpfulness for them in their own communities, our Project will have achieved its objectives.

### THE IHB REGISTER

There are 60 deaf-blind men and 30 deaf-blind women currently on the IHB Register. Sixty-five of these individuals are receiving direct services.

## DEAF-BLIND CHILDREN, PERKINS SCHOOL FOR THE BLIND

Edward J. Waterhouse, Litt.D., Director  
Perkins School for the Blind, Watertown, Massachusetts

It is a great pleasure as well as a privilege to participate in this panel in which official announcement is made to the American Association of Workers for the Blind of the project to be known as the "Anne Sullivan Macy Service for Deaf-Blind Persons."

It is not surprising that this service has been inaugurated by Dr. Peter J. Salmon, a Perkins alumnus in whom we take great pride. His work since leaving Perkins with deaf-blind persons at the Industrial Home for the Blind at Brooklyn has been of a pioneering nature, and indeed, in many respects, has been the only program for deaf-blind adults to whom we can refer clients in the entire country.

Our experience with deaf-blind children throws, I think, some light on the problems which Dr. Salmon and his staff are facing.

First of all there is the problem of numbers. Fortunately, there are very few deaf-blind persons of any age in the United States. This, however, makes the problems of serving them all the more difficult, for it means that public ignorance is unusually extensive and provisions for their care almost entirely negligible.

We are, however, encouraged to discover that there is a considerable interest on the subject of the deaf-blind among the general public. We released a film called "Children of the Silent Night" which deals with the education of a deaf-blind child. While we expected that this would be of interest to specialists, we find that it has proved very popular and is being shown on television on an average of once a week, and to many groups of all kinds. I think that the experience with the play and film "The Miracle Worker" bears out this feeling of public interest.

Offsetting the problem of small numbers, and complicated by it, is the fact that services needed are more intensive than for almost any kind or combination of handicaps. With two major senses lacking, communication with the outside world is almost entirely broken off. Communication, of course, as an infant demonstrates, is more than speech. There are ways of getting around the handicap of muteness which usually accompanies deafness, but these require that the communicatee as well as the communicator should understand the "language" in use. Communication tends to be limited to a very small group. It is like

living in a world in which you can speak only the native tongue of some primitive African tribe, and before you can relate to others you have to persuade them that it is worthwhile learning this dialect also.

Inevitably, the number of persons who will be associated with the deaf-blind client are going to be fewer than normally would be the case. While this small group may acquire the characteristics of a united brotherhood, such as Henry V extolled before Agincourt, "We few, we happy few, we band of brothers," from the client's point of view the smallness of this group is definitely inhibiting.

The smallness of the group also means that regional services rather than local services are needed, even though this means separation of a client from his home and community in many cases. Our own experiences at Perkins has been that we find it necessary to accept children from any place, including even overseas. There are eight schools for the deaf-and-the-blind scattered around the United States, including Alabama, New York, Illinois, Michigan, Iowa, California and Washington State, as well as Perkins. Several of these accept children only from their own states, others will accept them from different neighborhoods. In spite of this, we have in the last five years had children from no fewer than 26 states and 4 overseas regions. For some of these children Perkins is not the school nearest their own home, but it is the only one which, when they needed schooling, had a vacancy available. We actually have one child whose home is within thirty miles of a state school for the blind offering services to deaf-blind children, but who, at the appropriate moment, could not be admitted and whose parents prefer to have their daughter continue with us rather than "swap horses in mid-stream."

The problem of evaluation of deaf-blind clients is an extremely difficult one. At Perkins we found it necessary to create a special screening team made up of various members of our department. This team goes out to evaluate children who for some reason or other cannot be brought to us conveniently for study. Already the team has traveled extensively in the United States and in several foreign countries.

The problem of training personnel is, per-

haps, the greatest of all which agencies face in working with deaf-blind clients. In our case, we have attempted to solve this by establishing a program for training teachers of the deaf-blind in association with Boston University. This course, which has been certified by the Conference of Executives of American Schools for the Deaf, is the only one known to us on a graduate level. Although it has enabled us to increase the number of deaf-blind children enrolled from 5 to over 30 since it started, and although we have provided a small number, 5 or 6 I believe, of trained teachers to other schools, we are still in a situation where we cannot possibly accept all the pupils who wish to come to us.

Dr. Salmon's problem may be different from ours since most of his clients will have lost their hearing in adulthood and have acceptable speech. Most of our energies are expended in giving speech to children who either had none or very little when deafness set in. However, the worker with adult deaf-blind still needs to wrestle with the problem of communication and, still more, wrestle with the problem of persuading family, prospective employers and others in the community to wrestle with the problem also.

Perhaps more than in any other work for the handicapped, public education is involved. By and large, the deaf and blind or crippled person can establish rapport with his own community either unaided or with a minimum of assistance. With the deaf-blind this is virtually impossible. The rapport has to be created by others, and this usually involves intensive as well as extensive counseling with as wide a group of persons as is possible.

Such programs are expensive. I do not know what the per capita cost of servicing a deaf-blind adult is likely to be at the Industrial Home for the Blind, but I do know that it costs us over \$9,000 a year to educate a deaf-blind child. Half of this is provided by the agency referring the child and the other half we make ourselves responsible for raising. These costs are high and have to be justified in terms of results which raises, perhaps, the most important question of all — what are our aims when we work with a deaf-blind person?

It is easy to say, of course, that our aims are the same as any other groups, namely, to

develop the maximum potential of the client; but what if this maximum merely makes the client an almost imperceptibly more valuable member of society. This can often happen with the deaf-blind. There may be no question of economic independence or even social independence. There may be only the ability to make some minor contribution which is of infinitely greater importance to the client himself than to anyone else. Nevertheless, this is what we need to accept as a reasonable role if we are not content to see our clients vegetate in institutions or on the back porch neglected and as Helen Keller has so often said, ". . . the loneliest persons on earth."

Fortunately, the brilliant successes of some deaf-blind persons, such as Helen Keller, Bob

Smithdas and Richard Kinney, help to condition the public towards the possibilities of the deaf-blind. There is only limited value in this and some danger when a client fails to soar to great heights, and disappointment results. Nevertheless, they have set standards which everyone can understand. But it is probable that even with rehabilitation services extending over several years, only a small handful of deaf-blind persons will prove capable of outstanding progress.

It is to be hoped that not only the agency involved but all concerned, including those who supply the funds, will accept this moderate success as a genuine contribution to human betterment.

## DEAF-BLIND PERSONS AND THEIR NEEDS

M. Robert Barnett, Executive Director  
American Foundation for the Blind, New York, New York

In an effort to be as helpful as possible to the essential purpose of this particular meeting, it is my intention to present certain information which we believe to be pertinent to a study of the possibilities of expansion of opportunities for persons who are deaf as well as blind. I would also like to convey to you an expression of the attitude of the Foundation, not only toward the newly initiated "Anne Sullivan Macy Service for the Deaf-Blind", but also toward the probable need for additional similar regional projects.

This contribution to the program, therefore, will be in three parts. The first will be a report of statistics which the AFB has available with regard to the incidence of deaf-blindness; the second will be a brief report of AFB's own service program; the third, a summary of comments about the IHB regional service. I am asking Mr. Harold Roberts, the Director of Field Services for AFB, to present the statistical review to you which has been supplied to us by Miss Annette Dinsmore, Consultant on Services to the Deaf-Blind on our staff. (Statistical tabulations follow conclusion of paper.)

In summary, of particular significance to be noted in these statistics is that there is almost an equal number of men and women among those known to the AFB who are deaf-blind; that there seems to be a rather heavier concentration of deaf-blind persons in what might be called the New England or Northeastern states; and that approximately two-thirds of all those known to us are not totally deaf but, rather hard of hearing. These factors have definite implications for educational or rehabilitation planning.

With regard to the Foundation's own program, we have continued for a number of years—since the creation of a formal department of Services to the Deaf-Blind in 1945—to devote a considerable portion of our budget to this specialized field. Over the past several years, the amount expended has ranged from about \$65,000 to \$75,000 each year. Included are: assistance for tuition for young deaf-blind children; scholarships for deaf-blind college students; evaluation and treatment of potentially educable children; gifts of certain appliances, such as the teletouch machine or hearing aids; the publication of

a Braille periodical called *Touch and Go*, and staff travel to provide intensive consultation to staffs of local agencies.

In view of the changing times and since there undoubtedly will be increased need for various types of services which are appropriate to national voluntary agencies, we have determined that the Foundation should assemble an advisory committee to its Department of Services to the Deaf-Blind. Our President, Mr. Jansen Noyes, Jr., recently invited to membership and has had enthusiastic acceptance from the following: Dr. Robert H. Thompson, President, Michigan School for the Blind; Dr. Edward J. Waterhouse, Director, Perkins School for the Blind; Miss Bernice McCrary of California; Mr. Winfield S. Rumsey, Director, San Francisco Lighthouse; Mrs. Myrtle Coplen, Minneapolis, Minn.; Mr. Richard Kinney, Hadley School for the Blind, Winetka, Ill.; Mr. Boyce Williams, Office of Vocational Rehabilitation, U. S. Department of Health, Education, and Welfare, Washington, D. C. Mr. Peter J. Salmon, Director of the Industrial Home for the Blind, and a member of the Foundation's Board of Trustees, will be the Chairman.

It is expected that this committee will meet under our auspices in the fall to intensively reexamine all of our existing services on behalf of deaf-blind persons and, during the coming year, make recommendations with regards to both policy and content.

I would now like to read to you a statement with regard to the Anne Sullivan Macy Service for Deaf-Blind which was written for publication in the *IHB Reporter* several weeks ago. This brief article summarizes the Foundation's opinion quite concisely, especially with regard to what we consider are the really strong points of the new enterprise.

**Written for IHB Reporter  
From American Foundation for the  
Blind, Inc.**

by M. Robert Barnett,  
Executive Director

"To say that the American Foundation for the Blind's Trustees and staff are interested in the IHB's expanded service program for deaf-blind adults is an understatement. Furthermore, it is not just a gesture of simple

goodwill for us to express our congratulations and best wishes — and here are some of the reasons why.

"Because of the close association with Miss Helen Keller which the American Foundation for the Blind has enjoyed since the early 1920's, the Foundation has long been permeated with a deep concern about the special problems of people who are deaf as well as blind. One might say that it has been an unavoidable and basic part of the training of all Foundation personnel to know the famous story of Anne Sullivan and the youthful Helen Keller, and know it intimately and directly. So many of us on so many occasions, both routine and major, have had in a very humble way to be a friend, teacher or companion to some deaf-blind person. Our personal exposure, therefore, has given us a very deep conviction of the real strength of Miss Keller's "Teacher"—and we view with applause the formation of IHB's expanded program with the symbolic title of the 'Anne Sullivan Macy Services for Deaf-Blind Persons.'

"Since 1945, the Foundation has formalized its own national efforts on behalf of deaf-blind persons through the creation in its administrative structure of a well-staffed department. Nevertheless, no one national agency, with the usual limitations of funds and energy and remoteness from client service, can amass the data that is essential to the development of techniques and service. Whatever small accomplishment our own efforts may show, they could not have happened without the pioneering and continuing efforts of the Industrial Home for the Blind.

"Superficially one might say that the Anne Sullivan Macy Service for Deaf-Blind Persons really is not greatly different from what the IHB has been doing for many years. However, the Foundation sees it as significantly different and substantially strengthened in the following four ways.

"1. It is a satisfaction to know that IHB will arrange for field visits to the home and community of a prospective trainee in advance of his or her admission. It clearly will contribute greatly to the effectiveness of the service for the individual as well as to the maximum effectiveness of the total program if this

advance screening, counseling and preparation occurs.

"2. It is possibly even more satisfying to know that IHB will arrange for a direct representative of the center to assist in the reorientation of the deaf-blind individual to his or her home and community upon completion of training. Again, the eventual success of the individual in his use of new skills and his appreciation of his own individuality can be greatly supported by such post-training counseling. Indeed, this one factor alone undoubtedly will prevent many failures and disappointments.

"3. There are many in our field that believe we 'already konw a lot' about deaf-blind people, their special characteristics and problems. There are those who disparage the need for research. We, however, draw satisfaction again from the fact that IHB undoubtedly will be able through research to contribute significantly to the literature of knowledge about the impact of the double handicap upon the personality and ways to apply that knowledge.

"4. As a result of IHB's expanded capacity for all of the foregoing, there undoubtedly will be a much needed advance of knowledge about methods of instruction and counseling in all facets of education and rehabilitation of deaf-blind persons. The American Foundation for the Blind will be pleased to assist IHB at any time in providing to the rest of the nation its findings in this all important matter. Especially do we hope that IHB will add to its already substantial knowledge of the ways to overcome a deaf-blind person's greatest problem—that of communication with others.

"We believe, like IHB, that there undoubtedly is now and will continue to be a need for similar regional facilities in other parts of the United States. The demonstration made and the experience gained under the Anne Sullivan Macy Service for Deaf-Blind Persons' program clearly will help similar activities to understand the problem and meet that need on a basis more effectively designed to insure their own success."

#### STATISTICAL INFORMATION ON DEAF-BLIND CHILDREN AS OF JANUARY 1, 1962

As of January 1, 1962, the total number of deaf-blind children in the United States, under twenty years of age, registered with the American Foundation for the Blind, is 390.

Of the 390 children:

187 are living at home and not enrolled in any educational program.

89 are enrolled in departments for deaf-blind children (plus 1 child from Canada and 1 child from China).

9 are enrolled in programs for the deaf.

10 are enrolled in programs for the blind.

1 is receiving tutoring at home.

14 are enrolled in other educational programs (schools for physically handicapped children, cerebral palsied children, programs for the mentally retarded, etc.).

80 are in institutions for the mentally deficient.

Of the 390 children:

23 are five years of age and under.

359 are between the ages of 6-19.

8 age unknown.

An additional register, the "Watching List", contains the names of 50 children with combined visual and auditory handicaps who have not been classified as deaf-blind. Classification in this register is based upon one or more of the following criteria:

a) Indication of the possible progressive nature of existing hearing and/or visual impairments.

b) Indication of the possible inability to continue functioning satisfactorily in present program.

Of this group 2 are 5 years of age or under and, 48 are between the ages of 6-19.

TABLE I  
ADULT REGISTER OF DEAF-BLIND PEOPLE IN UNITED STATES — JULY 1, 1962

D E A F						SEVERELY HARD OF HEARING								
20 - 64			65 and Over			20 - 64			65 and Over			S. H. of H.		Total
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total	Insufficient Information	
3366	372	222	277	1237	420	332	737	868	2357	182	3776			

TABLE II  
ADULT REGISTER OF DEAF-BLIND PEOPLE IN REGION I — JULY 1, 1962

TABLE III

## ADULT REGISTER OF DEAF-BLIND PEOPLE IN REGION II — JULY 1, 1962

	D E A F						SEVERELY HARD OF HEARING						Insufficient Information	State Total		
	20 - 64		65 and Over		Deaf Total	Male	20 - 64		65 and Over		S. H. of H. Total					
	Male	Female	Male	Female			Male	Female	Male	Female						
Pennsylvania	27	27	24	26	112	30	30	87	116	263	19	394	19	394		
Maryland	1	3	4	3	11	3	0	0	3	6	2	19	19	19		
Delaware	0	0	1	0	1	0	0	0	0	0	0	1	1	1		
West Virginia	3	6	0	1	10	5	1	5	2	13	2	25	25	25		
Ohio	17	20	17	15	69	13	8	15	28	64	15	148	148	148		
Virginia	8	12	2	5	27	2	4	2	2	10	4	41	41	41		
Kentucky	1	3	1	0	5	4	3	2	2	11	8	24	24	24		
District of Columbia	3	5	1	0	9	4	2	2	4	12	0	21	21	21		
Total	60	84	50	50	244	61	48	113	157	379	50	673	673	673		
Recapitulation																
Total Deaf	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	244	.....	.....	.....		
Total Severely Hard of Hearing	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	379	.....	.....	.....		
Total Insufficient Information	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	50	.....	.....	.....		
Region II ..... Total	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	673	.....	.....	.....		

**ADULT REGISTER OF DEAF-BLIND PEOPLE IN REGION III — JULY 1, 1962**

D E A F		SEVERELY HARD OF HEARING								Insufficient Information	
20 - 64		65 and Over		20 - 64		65 and Over		S. H. of H.		State Total	
Male	Female	Male	Female	Male	Female	Male	Female	Total	Total		
8	10	3	6	27	16	16	12	10	54	13	94
5	8	4	9	26	5	6	14	17	42	1	69
11	13	1	9	34	10	8	9	13	40	9	83
6	7	4	3	20	2	3	4	3	12	2	34
4	5	4	10	23	2	3	7	6	18	13	54
10	8	4	6	28	7	5	3	7	22	0	50
9	15	11	10	45	13	3	45	25	86	15	146
82	66	31	53	203	55	44	94	81	274	53	530

## Recapitulation

Total Deaf .....	203
Total Severely Hard of Hearing .....	274
Total Insufficient Information .....	53
<b>Total</b>	<b>\$30</b>

TABLE V

## ADULT REGISTER OF DEAF-BLIND PEOPLE IN REGION IV — JULY 1, 1962

	D E A F				SEVERELY HARD OF HEARING				State Total		
	20 - 64		65 and Over		20 - 64		65 and Over				
	Male	Female	Male	Female	Deaf Total	Male	Female	Male	Female	S. H. of H Total	Insufficient Information
North Carolina	16	14	10	9	49	11	19	54	44	128	5
South Carolina	10	2	5	1	18	6	5	5	3	182	3
Georgia	1	4	5	3	13	4	2	2	3	24	0
Florida	8	9	5	5	27	10	8	11	7	36	2
Tennessee	10	3	4	2	19	10	4	7	7	28	65
Alabama	7	5	1	0	13	7	10	3	1	21	1
Mississippi	4	1	0	2	7	2	0	0	0	2	10
Louisiana	20	13	5	4	42	4	5	5	4	18	0
Arkansas	5	1	2	1	9	2	3	1	1	7	0
Total	81	52	37	27	197	56	56	88	70	270	16
										25	492

Recapitulation

Total Deaf .....	197
Total Severely Hard of Hearing .....	270
Total Insufficient Information .....	25
Region IV ..... Total	492

TABLE VI

## ADULT REGISTER OF DEAF-BLIND PEOPLE IN REGION V — JULY 1, 1962

	D E A F				SEVERELY HARD OF HEARING				S. H. of H. Total	Insufficient Information	State Total	
	20 - 64	65 and Over	Deaf Male	Female	20 - 64	65 and Over	Male	Female				
North Dakota	1	1	0	0	2	0	0	0	0	0	2	
South Dakota	0	1	1	1	3	3	0	5	13	2	18	
Nebraska	2	3	1	2	8	1	2	1	5	0	13	
Kansas	5	5	7	6	23	3	4	4	16	2	41	
Oklahoma	7	2	0	1	10	4	2	4	14	0	24	
Colorado	1	4	2	3	10	3	2	10	11	26	0	
Texas	10	9	6	8	33	11	3	8	30	5	68	
Montana	2	1	4	3	10	2	1	27	22	52	1	
Wyoming	1	0	0	0	1	2	0	4	9	15	0	
Total	29	26	21	24	100	29	19	58	65	171	10	281

Recapitulation

Total Deaf .....	100
Total Severely Hard of Hearing .....	171
Total Insufficient Information .....	10
Region V .....	Total
	281

TABLE VII

## ADULT REGISTER OF DEAF-BLIND PEOPLE IN REGION VI — JULY 1, 1962

	SEVERELY HARD OF HEARING												State Total	
	20 - 64			65 and Over			Deaf Total			65 and Over				
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Washington	3	4	0	3	10	—	5	2	2	3	12	2	24	
Oregon	7	4	2	2	15	—	10	6	5	8	29	1	45	
California	18	27	17	19	81	—	32	22	60	94	208	31	320	
Nevada	0	0	0	0	0	—	0	0	0	0	0	0	0	
Idaho	0	0	0	3	3	—	2	0	4	2	8	0	11	
Arizona	0	4	2	2	8	—	4	5	4	2	15	1	24	
New Mexico	2	0	0	0	2	—	1	0	0	0	1	0	3	
Utah	5	5	1	0	11	—	1	4	7	11	23	1	35	
Total	35	44	22	29	130	—	55	39	82	120	296	36	462	

## Recapitulation

Total Deaf .....	130
Total Severely Hard of Hearing .....	296
Total Insufficient Information .....	36
Region VI ..... Total	462

## DEAF-BLIND PERSONS AND THEIR NEED AS SEEN BY A NATIONAL AGENCY

Joseph Hunt, Assistant Director

Office of Vocational Rehabilitation, Department of Health, Education, and Welfare  
Washington, D.C.

No aspect of government is so characteristic of our country as our treatment of minorities. When a minority is not only small, but physically handicapped, sometimes the force of its cause is greater than its numerical size because of its emotional appeal, yet in our massive population, this is not really so influential as it seems. The public imagination is fired from time to time by the hard living conditions of a particular group who have suffered what seems an inconsolable loss. But the flame dies down again and is never so widespread as the zealots of a particular cause suppose it is in the more hopeful moments.

No identifiable minority is so small as those who are both deaf and blind. Moreover, when it is a question of articulating their problems and eliciting responses to their needs, they have an obvious built-in disadvantage which no one in his right mind would try to disguise with an easy coating of optimism.

We are not up against a new question when we ask ourselves what a national agency can do even for the most distressed individual's very personal, down-to-earth problems. Yet a national agency is disadvantaged like a giant trying to carve cherry stones when attempting to deal with intimate personal problems. It is not enough to recognize a need, to stir our stumps and get busy. This is utterly futile unless we produce something actually useful and meaningful.

And yet as we have looked more deeply into this whole subject year by year it would be hard to find a human problem which puts a heavier burden on family, village or any other grass roots social organism than does the problem of combined hearing-and-sight loss.

We have slowly recognized that the major problem of blindness is not that communities are overwhelmed by numbers of blind people, but that both communities and blind people

are isolated and thereby overwhelmed by a kind of loneliness in problem solving; and missing the advantages of collective efforts. Both the individual suffering from an atypical problem and a society struggling to help him have a disproportionate and crucial stake in all kinds of metropolises, clearing houses, or meccas. This suggests very strongly a problem that individuals cannot solve for themselves, or solve so well as they can together. Such, the Office of Vocational Rehabilitation has regarded the problems of blindness for a number of years, and this has included the problems of blindness combined with deafness, even when we have not known what to do about the latter.

When I consider the problems which go with the combined impairment of sight and hearing, it is of course natural for me in my position to ask myself the question: Just what should the Office of Vocational Rehabilitation do to help now and over a long period of time?

No matter where you begin to work on this question, you come in the end to the need for people and for investing in them. You come to the need for a very special kind of people. I do not think a national program for the deaf-blind could invest too heavily in finding and in bolstering the constructive character and the creative personality. And, in this extremely difficult problem, communication with truly wise people at the grass roots has been indispensable. I really do not know what we would have done without the sterling qualities of Peter Salmon in this area where the human element is crucial.

Recently the Office of Vocational Rehabilitation approved a pilot demonstration project to develop a regional service for deaf-blind persons. This is one of a series of measures to meet a responsibility over which our whole

staff feels very sincere concern. Once again this is in partnership with the Industrial Home for the Blind. And once again Mr. Peter Salmon is the friend of man willing to undertake a project which might cause the staunchest soul to hold back. Peter will have full responsibility for the total project and will serve as Chairman of the Administrative and Planning Committee of the project.

The purposes of the project will be (1) to demonstrate the values of a regional rehabilitation service for deaf-blind persons; (2) to demonstrate the techniques through which State and local rehabilitation agencies may cooperate with a regional rehabilitation service for deaf-blind persons; (3) to demonstrate a pattern of comprehensive service which will maximize the development of the rehabilitation potential of deaf-blind clients; and (4) to demonstrate and report the administrative and service procedures used in such a regional rehabilitation service which can serve as guides to the establishment of other similar centers throughout the United States.

And, as we consider this undertaking, we look back on the seven volumes published by the Industrial Home for the Blind at the culmination of its first OVR-supported project for deaf-blind persons. In these publications, the point was repeatedly made that the findings of the study should be implemented in program terms. We have taken this admonition to heart in the Office of Vocational Rehabilitation, and we are glad, indeed, that once again we are to move ahead on problems of the deaf-blind with the IHB.

Those who have given any attention to the deeply touching and poignant writings of deaf-blind people cannot but be struck by the all-important element of human relationships on the very highest levels of altruism and friendship. Perhaps some of the most eloquent words in the human language are utterances of deaf-blind people concerning those who have helped them. There is a kind of haunting magic to it, especially Laura Bridgman's speaking of Dr. Howe as "The noblest visitor."

For this reason I think it may be profitable to stop and ask ourselves: What are the most noticeable characteristics of the constructive character and the creative personality?

The first attribute I would like to list is

one which is sometimes rated too high and sometimes too low, but seldom calculated at its true and sterling worth. I refer to smartness, brains, intelligence. I hasten to add that there is no human trait which is so easily made ruinous by the adulation of others or by the conceit of the possessor. This brings me to the second all-important attribute of the constructive character and creative personality: humility, the common touch, or whatever you want to call the realization of our mutual humanity, our relative importance and unimportance. Very close to this attribute, indeed almost indistinguishable from it, is friendship with the world, the ability to relate to an isolated individual as well as to the whole ball park, but not take the part of isolation against the world. The constructive character and creative personality is characterized by the gift for saying those things which make people feel better toward each other, their country and the world. Winston Churchill and our own President are eminent examples of characters and personalities with this quality. This leads us to another trait very closely related: articulateness, communicativeness and all that these things mean in the way of willingness to put out, to go out of our way, to go the second mile.

Clearly the constructive character and creative personality is social in tendency to the point where no one could doubt its willingness to fraternize, and this must come out, not only in action, but in words.

As we come to words, we have arrived at something even a little more important in programs for deaf-blind people than they are in other areas in our civilization.

We are living in a time when you can draw out a certain amount of approval by speaking against words, and it is a signal to sophisticated persons that you are doing this if you talk about *verbalizing*, or if you brand someone's talk *semantics*.

A very brief essay in *Look Magazine* not long ago took exception to this as follows, saying of words: "They sing. They hurt. They teach. They sanctify. They were man's first, immeasurable feat of magic. They liberated us from ignorance and our barbarous past. For, without these marvelous scribbles

which build letters into words, words into sentences, sentences into systems and sciences and creeds, man would be forever confined to the self-isolated prison of the scuttlefish or the chimpanzee. 'A picture is worth ten thousand words' goes the timeworn Chinese maxim, 'But,' one writer tartly said, 'it takes words to say that.'"

Those of us who are in the rehabilitation field are foolish, indeed, if we do not keep constantly in mind a realization that our business is trouble; and, whereas compassion must go into all we do, so must steadiness in emotional tone. This tone must respect. It must not patronize, and this includes avoidance of that subtlest patronage whereby we let people off too easy, not holding them up to the best that is in them.

It is refreshing, indeed, when we encounter a practitioner who has worked all the way through with large numbers of individuals and who is also skillful enough with words to give some idea of how he thinks he does what he does.

Dr. Herbert Talbot is a physician who has had deep and wide experience with the treatment of patients with spinal cord injuries. In writing of this he says, "I hope I may be forgiven for referring now and again to my own experience with the severely disabled. I do so because an undertaking so heavily dependent upon personal relationship can best be described in terms of persons. My work has been among patients with spinal cord injury or disease that has rendered them paraplegic or quadraplegic. What I have learned from them has come from having known them—almost a thousand of them in all—personally."

Another observation of his is: "Nothing illustrates better the intensely individualistic philosophy that still prevails in the United States, despite the cries of the alarmists, than the resistance so frequently offered to rehabilitation efforts. This is seldom overt, being far more often manifested by apathy or lack of interest than by hostility. But it is clearly evident that our own people, even when disabled, do not take kindly to having their lives worked out for them."

Neither those engaged in rehabilitation, nor disabled groups of people, are particularly fond

of taking this fact out and looking it over. Dr. Talbot, however, examines it from a number of viewpoints, telling, for instance, of a visitor from behind the Iron Curtain who threw up her hands at the way he custom-built his program to the needs of individual patients. However, he goes on to say, "Paradoxically, it is just that individuality which we must so sedulously cultivate that places so many obstacles in the way of success."

Then he returns most firmly to his basic principle, saying, "Unless that individuality is encouraged there can be no success worthy of the name."

His sorrow and chagrin are reserved for "Those quarters where efficiency is esteemed more than human dignity."

We all know well what he is getting at, even though we hate to admit it. We all know programs for blind people which sweep clients through without any real regard for whether or not their feet touch the ground. But, fortunately, we know as well the kind of meticulous work with people which day by day and bit by bit achieves another goal which Dr. Talbot cites "reducing the disability to 'irrelevance'."

The most important trait which anyone in the field of rehabilitation can have is a creative or building tendency, which deeply and subtly permeates everything said or done, even astringent words or seemingly antagonistic actions, which bring someone down to earth.

Yet we must not weight our challenge so heavily as to crush those we want to help. I should think that with deaf-blind clients, more than any other human beings, this would require the very nicest insight and judgment. And the hazards are a little frightening. For once the individual decides to withdraw himself, the defenses which he has against our reaching him are truly appalling.

And, as I think of them and their extraordinary challenge, I would like to remind them that there is no group of blind people of whom more is required in the way of forbearance toward certain of the innocent presumptions of others, including others who are initiated and should know better.

We have almost everything at our fingertips in the 20th Century, including ways of recapturing the past the world has never

known before. Of such a recapture there is no more dramatic example than certain incidents in the Helen Keller story relived night after night in a theatrical performance. Vicarious experiences are with us day and night for which we need not move out of our sitting rooms; we need only turn a knob to get our minds put through certain paces, or even, if we get up and do what the man says, we can exercise our bodies.

As we all get into the act, there is one thing about which we must be very watchful. This is that we be thoughtful and careful and

precise, especially in our personnel attention to personal services. Old teachers of the deaf-blind in the 19th Century set a very high standard in this respect. They planned what they did. They took infinite pains in doing it. They observed with the utmost care the results and did not hesitate to describe their own shortcomings.

It will be just too bad if all of our inventions take us so far away from the habit of taking pains that in the end we are corrupted by our own technology.

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## PAPERS PRESENTED AT WEDNESDAY MORNING GENERAL SESSION

*Chairman*—Mrs. Charlyn Allen, Home Teacher  
Division of Public Welfare, Bureau for the Blind  
Instructor, Federal Bureau of Prisons  
Springfield, Missouri

*Co-Chairman*—Maurice Case, Director of Recreation  
New York Association for the Blind, New York, New York

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### LEISURE ACTIVITIES OF BLIND ADULTS

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American Foundation for the Blind, New York, New York

One of the many enduring myths about our society is that we have such an abundance of leisure that we hardly know what to do with it. According to those who subscribe to this view, Americans enjoy greater freedom from work and responsibility than has ever before been seen on earth. As evidence, they point to the great drop in the work week (from 70 hours in 1860 to 37 hours a century later), the number of passenger cars on the road, the hours we spend watching television, the spread of labor-saving devices in the home, and the enormous amounts of money which we spend on various recreational activities. No doubt about it, we are the most affluent of all nations; and our affluence certainly extends into many areas of leisure behavior. But even assuming that this picture is accurate, how does it affect blind people? To what extent do they share in general leisure patterns? What are their leisure needs and what problems do they face in trying to satisfy those needs? These are some of the questions I shall try to answer today.

Before giving you a picture of blind adults and their leisure behavior, however, I should like to dwell a little more on the general background. First of all, it needs to be

pointed out that for many people in our society, leisure is still a dream. The fact is, as a sociologist Harold L. Wilensky demonstrates, that we have an extremely uneven distribution of leisure. Wilensky writes: "The average man's gain in leisure with economic growth has been exaggerated. Estimates of annual and life-time leisure suggest that the skilled urban worker may have gained the position of his thirteenth century counterpart. Upper strata have, in fact, lost out. Even though their worklives are shorter and vacations longer, these men work many steady hours week after week—sometimes reaching a truly startling total."<sup>1</sup> Professional persons like yourselves would certainly be included here. Even though you are presently attending a convention, I am sure you would not consider yourselves members of the leisure class. Like the busy executives of whom Wilensky speaks, most of you probably put in long hours on your jobs.

The second point that needs to be made about leisure is that it is not necessarily "free" time. The shorter work-week, instead of increasing opportunities for leisure, has simply encouraged growing numbers of men and women to take on second jobs. According

to a study made some five years ago, 3,600,000 Americans, or 5.3 per cent of the working population, had more than one job. Furthermore, dual job-holding or moonlighting is by no means concentrated exclusively at the lowest income levels. A U.S. census survey has shown that the proportion of professional and technical workers simultaneously holding two jobs in 1957 was the same as that among non-farm laborers. Indeed, the percentage was higher among craftsmen than among operatives and service workers. As the French sociologist, Georges Friedmann, has suggested, the cause "lies in the economic system itself, the extent to which it leads to an uncontrolled race between production and consumption, and the degree to which it stimulates ever more artificial 'needs' for material things and ever more complicated and refined gadgets. The citizen of affluent societies is condemned to be a new Sisyphus, exhausting himself in ceaselessly pushing against a burden that is always descending upon him."<sup>2</sup>

But dual job-holding is only one way in which so-called leisure time is consumed. For even greater numbers of people, time after work is taken up with household chores, study, and other personal obligations. And, as the cities become more congested and more and more of us move into the suburbs, an ever larger portion of our waking hours is spent traveling to and from work. These, then, are some of the ways in which our leisure is reduced.

Still another important feature of leisure today is its separation from work. Even if most men still work hard, work itself has declined as a central activity and has lost what Friedmann calls its "equilibrating" functions. As C. Wright Mills observed, "a big split" has taken place between work and leisure. Instead of being closely integrated with work, as in the past, the pursuit of leisure has become a desperate *escape* from work which is increasingly meaningless. Small wonder that the "idols of leisure" have replaced the "idols of work" for so many of our citizens. But leisure itself has become meaningless, a packaged mass activity, its values provided chiefly by the entertainment industry. And, although men are trained for work, they are not trained to spend leisure creatively. If some

achieve freedom for an hour or a day, many of them, Robert MacIver points out, find only a "great emptiness." Escaping from work, they escape also from themselves.

Who then does have leisure and how is it used? Many who *do* have leisure are forced into it because they are marginal to the economy; and they would give up their leisure for work if they could. Included here are the aged: with earlier retirement and increased longevity they form a unique and growing leisure class. A recent study by the Twentieth Century Fund shows that, among Americans 15 years of age or over, watching television, visiting with friends or relatives, working around the yard or garden, reading magazines, reading books, going pleasure driving, listening to records, going to meetings, and hobbies—in that order—are the major ways in which leisure time is spent. But, as you would expect, with increasing age men and women tend to give up the more active leisure pursuits—especially going to the movies, driving for pleasure, going to dances, and participating in sports or going to sports events.<sup>3</sup>

This process of slowing down is hardly surprising, if we remember that it is in old age that one is most likely to experience chronic conditions or impairments. In this connection, a recent study by the U.S. National Health Survey reported that 77 per cent of those 65 years and over had one or more chronic conditions; the corresponding proportion among those 75 years and over was 83 per cent. Furthermore, while 42 per cent of those 65 years and over suffered some limitation of activity—such as housework and employment—the corresponding figure for those 75 years and over was 55 per cent. There is a similar relationship between age and mobility. Thus, according to the same National Health Survey, 18 per cent of those 65 years and over suffer some limitation of mobility—which may range from confinement to the house at one extreme, to limited mobility or need of help in moving around outside the house; but the corresponding figure for persons 75 years and over is more than 30 per cent.<sup>4</sup> It is these limitations on activity and mobility, along with declining faculties, which help determine the pattern of leisure among

the aged. Older people do, indeed, have more leisure than the younger working generations; but their freedom is not as great as many believe. According to one recent study, women over 50 have nearly six hours of leisure to spend each day; but this is only one and a half hours more than that enjoyed by women under 50. The aging process itself is an obstacle to the full exploitation and enjoyment of leisure.

I mention the aged because age is perhaps the most significant characteristic of blind persons today. Let us turn now to consider some of the major demographic and social characteristics of blindness that affect the leisure interests and activities of the adult blind. As you know, reliable data about blindness are hard to come by. The little that we do know about the number and characteristics of blind persons in the United States is based largely on reports from the few states that do collect fairly reliable statistics and on sample surveys conducted by the Federal government or by private agencies such as ours. According to the best and most recent estimate (by Dr. Ralph Hurlin of the National Society for the Prevention of Blindness) there are approximately 385,000 legally blind persons in the United States. This amounts to a prevalence rate of 2.14 per thousand population for the country as a whole, although state rates vary considerably—ranging from a high of 3.98 in Hawaii to a low of 1.39 in Utah.<sup>5</sup>

Regarding the legally blind, it can be said first that they are growing in number. If our estimates are accurate, they have increased by approximately 67 per cent since 1940, while the total population of the United States has risen by only 36 per cent during this period. The explanation for this trend is that blindness is increasingly associated with the diseases of old age, and, as noted earlier, age is perhaps the most significant characteristic of blind persons today. Thus, two states that collect fairly reliable statistics on blindness—North Carolina and Massachusetts—report that nearly half of all their blind residents were 65 years of age or over in 1960. Indeed, the prevalence or rate of blindness among persons 65 and over is thirty times as great as among those under 20. Furthermore, new cases of

blindness—of which the three major causes are cataracts, glaucoma and diabetes—are far more likely to occur among older than younger age groups: in 1957, well over half of all new cases of blindness in the United States struck persons 65 years of age and over. In short, blind people are likely to be old and old people are more likely to experience blindness. With increasing longevity, our blind population is likely to increase further, unless the diseases of old age which are associated with blindness are checked. As we shall see, the leisure interests of the blind are strongly affected by the disproportionate number of old persons among them.

Precisely because they are disproportionately old, blind people are more likely than the general population to suffer from other chronic conditions or ailments as well as loss of sight. In a survey which the American Foundation for the Blind recently completed of nearly 700 legally blind adults (20 years or over) in four states, drawn at random from state registers, nearly two-thirds of them reported that they had some other chronic condition or ailment. Of course, these conditions are not all equally disabling, but in varying degree they impose further limitations on the activity and mobility of the blind individual.

Another significant characteristic of the blind is that they are less educated than the general population. In our four-state survey, the proportion of adults with at least some college education was approximately the same as in the general population. But while two-thirds of all Americans 18 and over had at least some high school education in 1959, the corresponding figure in our blind sample was close to one-half. This, too, may be a function of their greater age, since, as measured by years of schooling, older age groups are generally less educated than the younger ones. This educational lag inevitably narrows or restricts the recreational interests of blind adults.

Blind persons are also less likely to be working than their sighted neighbors. This, of course, is largely, but by no means entirely, due to their age. While more than half of the total civilian non-institutional population of the U.S. are employed, we estimate on the basis of our four-state sample survey that less

than a quarter of blind adults, and no more than 10 per cent of all blind persons, are presently employed. It is not surprising, therefore, that blind persons report far lower incomes than the general population. While little more than one-eighth of all American families have an annual income of less than \$2000, the corresponding figure among respondents in our four-state survey was more than one-half. Large numbers of blind people are literally wards of the state: approximately half of them are receiving direct financial help under the Federal-State program of aid to the blind and old age assistance. But as recently as 1960 the average monthly payment to blind recipients of public assistance was less than \$70. Low incomes further restrict the opportunities of blind adults to utilize the cultural resources of their communities.

Old, idle, poor, dependent—such is the fate of many blind citizens of our affluent society. What this means to the individuals concerned is often a terrible social isolation—that is, being cut off from the economic, social and cultural life of the community. Of course, as you well know, there is a wide and complex network of social agencies (public and private) which seeks to provide blind persons with the help and services they need. But even this organizational apparatus is unable to reach all the blind people who need help. In any community there are a significant minority of the blind population which remain hidden or unknown, that is, unknown to the agencies operating in the area and completely untouched by the many rehabilitation, educational, vocational, and recreational programs which they have established. For example, in our survey, 17 per cent of the respondents—all of them registered by their states—had never received *any* services from private or public agencies other than financial assistance.

If the blind are socially isolated, it is due in considerable part to the very severe restrictions on mobility which they face. Here, as I suggested earlier, it may be helpful to distinguish between limitations on activity and limitations on mobility. While closely related, the two limitations are different in nature and in impact. Thus, according to the U.S. National Health Survey of Impairments, persons defined as "visually impaired" (most

of them not legally blind) were far more likely to experience some limitation of activity than of mobility. Indeed, among those 45 years and over, nearly 40 per cent faced some limitation of activity (18 per cent suffering major limitation) while less than 25 per cent faced some restriction of mobility (5 per cent with a major restriction).<sup>6</sup> In other words, while the problem of getting about is not to be underestimated, it is less important than the problem of being able to do things. Even so, 80 per cent of the respondents in our four-state survey said that they did some kind of housework; and in view of their relative age, we may assume that household chores take them longer to accomplish—thus further reducing their "free time."

For persons with more serious visual impairment—the legally blind—restrictions on mobility constitute the most important problem they face. Just how important is suggested by the results of our survey. Asked by our interviewers, "What would you say is the most important problem faced by a blind person?" nearly *half* of our respondents mentioned getting around, traveling, or falling down. As a matter of fact, travel was mentioned nearly twice as often as the next most important problem—dependence. Furthermore, when asked to name the activities they would like to do more often, most people in our sample mentioned things that involve mobility, such as outdoor work and activities, traveling, and visiting friends. Why this is so is easy enough to explain: most blind people cannot travel unaided. It may surprise you to learn that as many as a third of them do travel unaided (according to two recent surveys) but the fact remains that the great majority need some kind of help.

It is these characteristics of the adult blind—and particularly mobility limitations—which determine their leisure interests and behavior. In a highly mobile society like ours, travel restrictions represent major barriers to the achievement of a richer, fuller life. Let me give you some examples. In our survey we gave respondents a choice and asked them which one of these four things they would rather do—watch TV, listen to the radio, read or listen to a book, or visit with friends. More than 40 per cent of them said they would

rather visit friends—considerably more than mentioned any of the other activities. Now we found that 60 per cent of them actually get together with friends at least once a week—a surprisingly high proportion. Nevertheless, nearly two thirds of those whose blindness began after age 13 told us that they get together with friends *less* now than before their trouble with seeing began. In other words, visiting with friends is the favorite form of leisure behavior among blind adults. They engage in a fairly heavy pattern of visiting, but still do so less than before their loss of sight.

What about their organizational life? Americans are supposed to be a nation of joiners, although recent studies have shown that there is considerably less joining than many people believe. In our four-state survey, some 44 per cent of the respondents said that they belong to clubs or organizations—a figure which is somewhat higher than that reported for the general population. However, only a little more than half attend meetings regularly. Furthermore, nearly half belong to organizations for the blind; and if such special interest organizations are eliminated, we find that a much smaller proportion—approximately one-quarter of the total sample—belong to clubs and organizations. As you would expect, participation in club life varies with such factors as age, age at loss of sight, education and employment, that is, those most likely to engage in club life are the younger age groups, those who lost their sight early in life, persons with higher education and the employed.

To get a more refined picture of the social life of blind adults, we devised an index combining visiting with friends and participation in clubs or organizations. This composite yields a measure of active participation at one extreme and social isolation at the other. What we found was that one-fifth of our respondents were quite active: they visited with friends at least once a week and also attended meetings at least once in awhile. At the other extreme were one-quarter of our sample who can be considered socially isolated: they visited with friends no more than two or three times a month and participated in no organizational life whatsoever. It is this group which is

most deprived of social intercourse and most in need of help. Many blind people lead lonely lives: in our survey more than a third had no other family members living in their communities. And although a third of them said that they prefer to do things alone, this may be due to the fact that they *are* alone much of the time.

For an additional measure of our respondents' social life, we constructed a weighted index of activities—including employment, length of the work-week, shopping, visiting friends, membership in clubs or organizations, and attending church. We found that, while more than a fifth of them scored high in such social activities, an equal proportion scored very low. A similar distribution was found when we measured non-social or more sedentary activities, including listening to the radio, watching TV, reading books, going to the movies, and hobbies. No matter how we measured "activity", we found that between 15 and 25 per cent of the blind adults in our sample were extremely inactive. And as you would expect, we found that activity varied with the amount of travel vision, education, income, physical condition, travel training, and most notably with age, that is, those most likely to be active were people with good travel vision, the better educated, the higher income groups, those without other chronic conditions, persons who had received travel training, and the younger age groups.

Evidence from our survey shows that blind adults are culturally as well as socially isolated. Thus, within the twelve months prior to our interviews, only 16 per cent of our respondents had gone out to any musical concerts, 18 per cent had gone out to the movies, and 23 per cent had gone to any speeches, talks or lectures. Little more than half had attended church during the previous month. Fewer than half reported hobbies of any kind. On the other hand, it is worth noting that the proportion of our respondents who had voted in the 1960 presidential election—58 per cent—was approximately the same as in the general population—60 per cent. Perhaps the surprising thing that emerges from our data is not the relative isolation of the blind, but the extent to which they do participate in social and community activities. Considering the ob-

stacles they face, this is no mean feat. Nevertheless, their isolation from the community is one of the most serious challenges which we face.

One of the consequences for blind adults is heavy reliance upon indirect means of communication, especially the spoken or printed word. According to our survey, nine out of ten listen to the radio and one-quarter of them listen to it four hours or more daily. Their favorite radio programs are news, music and religious programs. As may be expected, television is less important in their lives. Nevertheless, three quarters of our respondents said that they watch television, and 10 per cent of them watch it four or more hours a day. Their favorite TV programs are news, variety and music, and mystery or adventure shows. It is clear that the broadcast media have come to play a very important part in the daily lives of blind people, so many of whom are elderly and confined to their homes. In their attachment to radio and television, however, blind people are not very different from their sighted neighbors.

But if blind persons make heavy use of radio and television, the same cannot be said of their reading behavior—which I shall now discuss at greater length. Although great efforts have been devoted to providing blind people with books, the fact is that many of them do not read anything. In our four-state survey of blind adults, we inquired about their reading interests and problems, and while we have not yet completed our analysis, I can give you some preliminary findings from this study. Surprisingly enough, one of our major conclusions was that, while large numbers—at least one half—of all blind adults have had no exposure to books or other publications, they are nevertheless *more* likely to read books than their sighted contemporaries. But then Americans in general are known to be light readers.

Actually, it is difficult to compare the reading behavior of blind and sighted people. First of all, the modes of reading differ widely, as does the distribution of reading matter. Thus, while sighted persons can obtain a huge number of books from shops and libraries in their communities, blind readers depend almost exclusively on a regional library system

which can produce only a small sampling of the titles in ordinary print and must distribute them by mail. Furthermore, there has been no study of general reading behavior in the United States for more than a dozen years.<sup>7</sup> Past studies, however, suggested that not much more than a quarter of the sighted population read books. As noted earlier, our own survey indicates that approximately half of the blind population are readers (although some states have more readers than others and city dwellers are more likely to read than country folks.) Comparing actual readers in the two populations, we found not only that blind people are more likely to read than sighted persons, but that they are also more likely to be *heavy* readers. In the last national survey of sighted readers, only 8 per cent were identified as "heavy" readers (i.e. had read more than four books during the previous month.) But in our sample of blind adults the proportion of heavy readers was twice as large—17 per cent. This is all the more surprising when one realizes that our survey was limited to blind persons 20 years and older, and we know that reading declines with increasing age.

If these figures seem surprising, it must be noted that we defined reading among the blind to include not only Braille and records, but ordinary print (in our sample 14 per cent had reading vision) and reliance on sighted readers as well. The addition of sighted readers and ordinary print gave us a higher proportion of readers than we would have obtained if we had limited ourselves to Braille and records alone. Indeed, when we asked about their primary mode of reading, we found that, while more than half of our readers used records, the next largest group (over one-quarter) read with the help of sighted readers. More striking still, the proportion who read ordinary ink-print (9 per cent) was larger than the number who read Braille (8 per cent). Of course, many blind readers use more than one technique of reading. On the basis of a recent survey, the Library of Congress reports that 16 per cent of its readers use both records and Braille.

What do the figures mean? First of all, they reflect the technological revolution in reading which was brought about by the de-

velopment of the long-playing record. More blind readers depend on records than on all other modes of reading combined. Throughout the country, some 65,000 blind persons receive talking book records from the Library of Congress and our system of regional libraries for the blind. At the same time there appears to have been a significant drop during the past twenty years in the number of Braille readers. In 1940, 6 per cent of the total estimated blind population in the United States were being sent Braille books by the regional libraries for the blind. By 1960, the proportion of Braille readers had fallen to 2 per cent. In our own survey of blind adults Braille readers represented only 28 per cent of all those able to read Braille; that is, little more than a quarter of all blind respondents *with the ability to read Braille* were actually reading Braille books. This figure was reduced further when we measured Braille readers as a proportion of all blind book readers in our sample. Here the figure fell to a little more than 15 per cent. And when we counted Braille readers as a proportion of our total sample, only 8 per cent turned out to be presently reading Braille. But as noted earlier, even fewer rely chiefly on Braille as a mode of reading. In short, the evidence we have accumulated suggests that Braille is relatively insignificant as a reading device, at least among blind adults. The trend is most definitely toward the use of recorded materials, including tapes.

On the whole, most blind readers are satisfied with the services being provided them. Only 3 per cent of the book readers in our survey expressed dissatisfaction with the library services available to them, and relatively few said that they had had any difficulty receiving or returning books or records through the mail—only about 13 per cent. A much larger proportion—28 per cent—of the readers said that there were books that they would like to read that are not now available to them in records or Braille. Almost one-quarter of them said there were ways in which library services in their areas could be improved. But most who rely on these services were pretty well satisfied with the selection of books by the Library of Congress and with the work being done by their regional libraries. Inci-

dently, their favorite books are **THE BIBLE** (the favorite of one-fifth of our readers), biography, historical fiction, general fiction, and other religious books. They do sometimes express complaints about the condition of the Braille books they receive—reporting that some of them are dog-eared, some torn, some battered—or about the problem of carrying containers around and mailing and receiving them. They are more likely, however, especially in the case of a small, vocal and more sophisticated minority, to complain about the lack of certain types of books in which they are interested. But considering the necessity to select just a few titles from the many thousands available in ordinary print, it would be surprising if this were not the case.

Of course, books are not the only reading materials which reach blind persons. In our sample survey, half of our respondents reported that they were having newspapers read to them (although only one-fifth of them do so on a regular basis.) Furthermore, more than 40 per cent of them were receiving magazines in Braille, on records, or in ordinary print, and more than a fifth were having magazines read to them. In most cases—three-quarters to be exact—it is other family members who perform this vital service. Only 2 per cent were being helped by volunteer readers.

Great strides have been made in providing blind persons with reading materials and services, but it is still just a beginning, and there is scarcely room for complacency. Thus, in our interviews with adult blind readers, we asked whether they were reading as many books as they would like to. Little more than half replied affirmatively. Then, too, it is clear that, for many of those who became blind in adult life and presumably had read ordinary print prior to their loss of sight, blindness leads to a decline in reading. In our survey, more than half of those whose blindness began after age 30 reported that they were now reading *less* than before their trouble with seeing began. There is still much to be done to satisfy those who are presently reading books.

More important, what about the many blind persons in the United States who read nothing? The Government program of talking books

and Braille books reaches approximately one out of seven legally blind persons in the country. Our own survey suggests that if other modes of reading are added (especially the help of sighted readers and ordinary ink-print) the proportion of readers is somewhat larger. But, even so, large numbers of blind persons have never had any reading experiences, at least since they became blind. In every sense of the word this is an untapped market for the development and distribution of reading materials.

At this point it needs to be stressed that the most extraordinary reading machines to be developed in the future and even a great increase in the number of titles produced will not guarantee that blind non-readers can be "converted" into active readers. First, they must be informed about the devices and services available to them. In our survey, more than a quarter of the non-readers had never heard about the talking book program administered by the Library of Congress, although this program is thirty years old. Second, they must be motivated to read. Again, in our survey, 40 per cent of the non-readers said they felt no need for any of the book services available to them and could not think of anything that would make them want to read. It would be naive to expect that all blind persons can become readers; but even if only a few can be helped, the effort will be worthwhile. But if they are to be helped, great efforts in education will be needed. Without such education, people will not read, however easy it is made for them. These are just some of the obstacles to be overcome. Considerable effort will have to be made to educate and prepare blind persons for the many future revolutions in reading devices and methods.

Such, then, are some of the ways in which blind adults spend their leisure time and some of the problems they face. When we have completed analysis of our findings, we hope to issue a far more comprehensive report on leisure interests and needs. If I have stressed reading behavior, it is because of the actual and potential role which reading occupies in the lives of blind adults.

In closing this paper, however, I should like to observe that, while blind people are hard

put to occupy their time creatively or meaningfully, this is not their major concern. Except for reading books, most so-called leisure activities require a certain amount of physical mobility. But, as we saw, the problem of mobility is precisely what most troubles blind adults. Nor is this the only obstacle they face. Lacking financial security, many blind adults are further restricted in their recreational activities. Thus, when we asked respondents in our survey what kinds of help or services they would like to get, financial assistance, medical aid and help with household chores were mentioned most often. In other words, the most important problems faced by blind adults have to do with mobility and financial security. Without progress in these two crucial areas, it is unlikely that there can be much progress in helping blind persons to achieve greater participation in community life and pass the many solitary, idle hours in which they are fated to spend their declining years. While blind adults face unique problems, they share with a rapidly increasing population of old people the challenge of making those years enjoyable and rewarding. One of the most important tasks for those of us here today is to help them achieve this goal.

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## WHY HOME TEACHING SERVICES?

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Much has been said and written about home teachers and home teaching services. It is my understanding, however, that the Program Committee wishes the participants of this panel to speak from personal experiences rather than on theory. In order to tell you why I believe we need home teaching services, it is necessary for me to go back to my high school and college days. My reason for doing this is that in giving me my assignment, Mrs. Allen, Chairman of this General Session, asked me to answer two questions in this talk with you. These questions are: "Why did I choose the profession of home teaching?" and second, "Why did I remain in the field?" The answers to these questions will help set the stage for the rest of what I have to say about why I believe we need home teaching services.

During the days when I and many other blind persons were in high school and college, services to the blind were very limited. What services there were, could be found mostly in the large metropolitan areas. In our own state we had a State Board for the Blind, whose staff consisted of a director and one stenographer. We also had several private agencies for the blind in the larger cities. General Rehabilitation, of the State Department of Education, provided rehabilitation services to the blind as well as to all other handicapped individuals. Specialized rehabilitation services for the blind was practically unheard of in those days. In fact, rehabilitation services of any kind, at that time, were nothing in comparison to the highly skilled, professional service it is today. Neither did we have counselors and advisors in high schools to help the students select their goals in life. We had to decide for ourselves, as inexperienced as we were, what we were going to do after we finished high school and college.

Oh, yes, I did receive some rehabilitation services, but I never saw my counselor. When I finished high school I wrote to the Divi-

sion of Rehabilitation of the State Department of Education and advised I wished to go to college. I was sent forms to complete and to have completed when I enrolled in the college of my choice. Half of my books, supplies, fees and tuition and all of my reading services were paid for by this agency. Later I transferred to the State University and again received no help in this decision. I was like a ship without a rudder for I did not know which direction I was going at that time. I encountered subject matter difficulties, I changed my objective which necessitated transferring from the College of Education to the College of Arts and Science, and still I had no one to whom I could turn for help. When I graduated with a B.A. degree, I was really qualified for no particular type of employment. I feel that if I had had a home teacher or a rehabilitation counselor for the blind to whom I could have turned — someone who knew something about blind students and the problems they encountered — I would have had a much easier time in college. I would have been much better prepared for this profession, or any other I might have selected at that time. The general rehabilitation staff never did contact me to learn what my plans were for employment after I finished college, nor to offer additional help in obtaining employment.

With my own experiences in mind, I applied for the job of Home Teacher for the Blind when I learned of the opening in the newly created Division for the Blind and Sight Conservation in the State Department of Public Welfare. I hoped that through my services other blind people would be spared some of the unpleasant experiences I had had to face. I knew very little about home teachers, but I did know enough about them to realize that a home teacher could lend a helping hand whenever one was needed. I hoped to do just that for other blind people.

I was fortunate, for in spite of my odd combination of major and minor subjects in college — a major in French, and minors in English, History and Math — I had sufficient hours in the social science course to qualify me for the Home Teachers' Training Course at Overbrook. By the time I had received this specialized training and had had several years of experience on the job, under good supervision, I realized that the field of home teaching was far more important than I had believed it to be when I selected the profession. It became a real challenge. I and my "profession" were part of a rapidly expanding movement. Work for the blind was growing by leaps and bounds. The field of home teaching was growing right along with it, not only in my own state, but throughout the entire country. Students in high school and college no longer had to face serious problems regarding their future without skilled help. There were specialized rehabilitation counselors for the blind and home teachers available to help them with these matters. Through my own experiences, as well as through the work of others in the field, I began to realize just how important home teaching services were to others, especially to the newly blinded. The job I was then doing was a much different job from the one I thought it to be when I first selected the profession. I was fascinated by the work and I was deriving much satisfaction from what I was doing.

When people first lose their sight, many of them become extremely despondent and some even contemplate committing suicide. It is then that a good home teacher is needed. Through her own good adjustment to blindness, the home teacher can help the newly blinded individual realize that, although blindness is a terrible nuisance, it can be made more bearable if only he will let someone who is qualified help. Through her patience and understanding during the early weeks and months, while the newly blinded individual is undergoing the personality changes, the home teacher gives the client a new lease on life. Through her training and experiences, the home teacher knows that she must not "push" the newly blinded individual into action. She must help him take his first steps in adjustment to blindness as cautiously

as a baby takes his first steps. "Pushing" the newly blinded person into action too soon can be detrimental. On the other hand, allowing him to take those first steps too slowly can be just as dangerous.

We all know that, when a person first loses his sight, he forms a new image of himself. Here, again, the home teacher can be of invaluable help to the client. He must not only learn to live all over again, in a different manner; he must also learn to think of himself in a different way. The way he thinks of himself will make all the difference in the world as to how he adjusts to his blindness. The home teacher needs to be aware of the images people have of blind persons. She must help the client realize that all blind people do not necessarily have to be like his images of blind persons. The pan-handler, the broom peddler, the basket weaver, and other unacceptable images of the blind must be dispelled. The fact that the home teacher, herself, is none of these things, but, instead, is a well-adjusted person who functions normally, is a good influence on the newly blinded client. My client's situation will serve to illustrate how a poor image of a blind person can affect the adjustment of a newly blinded individual.

Mrs. H., who had been the main source of support for her family, which consisted of her semi-invalid husband, two sons, one daughter and her aged, blind mother, lost her sight at the age of sixty. Fortunately, her two sons were well established in their professions and her daughter was a senior in college when Mrs. H. lost her vision. Mr. H. had died several years earlier. At first Mrs. H. thought she was a total invalid, although there was nothing physically wrong with her except her loss of sight. She did absolutely nothing for herself. The son, in whose home she came to live, had to hire a full-time attendant for his mother. Mrs. H. was afraid to stay in a room alone. She did not even want to stay in bed without someone being in the room with her. The woman had to be led by others everywhere. Even then, she stumbled and fell and became terribly confused. This was the situation when I first called on Mrs. H., about six months after she lost her sight. The referral came from a mutual friend. Mrs. H. and her family had been prepared for my call by the friend. Since Mrs. H. was an intelligent person, she had many questions to ask about blind people and blindness in general. Being an accountant, she expected me

to tell her right off, one, two, three, just how I proposed to help her. When I explained that I worked with each individual differently, Mrs. H. accepted this. Being careful not to indicate that I expected too much of her at first, I explained that other blind people had been faced with similar problems and had overcome them.

I gave a few generalities as to how I might be able to help her specifically. For the first few visits we just talked about Mrs. H.'s situation, her fears and her reaction to blindness. We also discussed why she thought she was reacting in that way. I had a sneaking suspicion that much of her behavior was based on her own feelings towards her own blind mother. I was correct in this assumption. The image her mother presented as a blind person was not very acceptable to Mrs. H. She feared she would present a similar image to her children. Mrs. H. had not been accepting of her mother's blindness and of her behavior as a blind person; therefore, she had rejected her mother. She feared her own children, in turn, would reject her. She said she could now see both sides of the problem — from the sighted person's point of view as well as from the blind person's. She was very sorry for the way she had reacted towards her mother. When Mrs. H. was able to express her guilt feelings, a remarkable change seemed to have come over her. Mrs. H. herself believed it was her guilt feelings regarding her mother's blindness and the image her mother presented as a blind person that had been the cause of her behavior when she first lost her sight.

Little by little, Mrs. H. began forming an acceptable self-image. Before long the son was able to release the full-time attendant and replace her with a maid who stayed all day until the daughter, who was now teaching, came home from school. Still later, as Mrs. H. continued to show progress in her behavior and attitudes, the maid came only two days a week. Mrs. H. stayed at home alone on the other days. She would prepare her own lunch and do other things in the home. Imagine my surprise, when one day she made and served me coffee! With my help and support she began doing more and more things around the house on the days the maid was not there. In fact, she made much more progress when she was left alone at home. The maid had a tendency to do things for Mrs. H. instead of allowing the woman to do them herself.

Mrs. H. is still not what we can call a fully, well-adjusted blind person at this time. I feel, however, that she has shown such remarkable progress during the past year that she will continue to improve in her adjustment under a home teacher's guidance. Mrs.

H. recognizes her progress as well as her need for still more adjustment services. She is now making plans to return to her former home, in another state. This is where her mother has been during her absence. Mrs. H. is planning to again resume the role of the head of her household. Without the help and cooperation from members of her family, Mrs. H. alone would not have been able to achieve this adjustment.

If Mrs. H. has been "pushed" into doing things before she had an opportunity to readjust her own self-image she would probably have rebelled. She might have remained the fearful, frustrated, helpless individual she was when I first knew her. If the blind person is approached regarding doing things before he has made the necessary readjustment in thinking and living, the efforts may be fruitless. The matter of employment should not be mentioned to the newly blinded person until he has made that readjustment.

In many cases the home teacher is the first person from an agency for the blind who contacts a newly blinded individual. The first impression of a blind person, as well as the first impression of a representative from an agency for the blind, is extremely important. For that reason, the home teacher must be chosen carefully. She should be a well-adjusted blind person, who can identify with the newly blinded person in the right way. By that I mean that she must show that she understands how the client feels and why. She must help him see that his situation is not hopeless. She needs to give the client sympathy, but not pity. Let me again emphasize that the selection of the home teaching personnel is extremely important. We must remember that we have home teaching services for the blind client, especially for the newly blinded ones. The job of home teaching was not intended to create jobs for blind persons who happen to meet the educational requirements, regardless of their other qualifications, who cannot be placed in jobs elsewhere. I believe it would be better to have no home teaching services at all, rather than to have services offered by a person who is not only a poor representative of the home teaching profession, but also a poor representative of the agency for the blind, and blind people in general.

## SPECIALIZED PROBLEMS SOCIAL WORKERS WHO ARE BLIND MUST MEET IN PRACTICING THEIR PROFESSION

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When I accepted the invitation of Mrs. Charlyn Allen, former Chairman of Group C of the American Association of Workers for the Blind, to speak at this convention about specialized problems that a "social worker, who happens to be blind" encounters in order to obtain and to maintain employment, I thought it would be a rather simple task to just jot down a few words. However, I found this not to be so.

Recently, I attended the 89th National Conference of Social Welfare held in New York City. There were over 8000 persons present at this gathering, representing various disciplines well known in the field of social work. I was surprised to see so few social workers that were visually handicapped. I began to wonder why.

Was it because the agency was not willing to pay the worker's expenses to attend the conference? Did the agency feel that perhaps a sighted person could travel with greater ease, and therefore, be able to attend more meetings? Was it that the agency's budget was set up in such a way that it did not allow for travel expenses to conferences, and the worker could not afford to "foot the bill"? Perhaps the social worker could have paid his own way but was not sufficiently interested.

Did the lack of attendance on the part of visually handicapped persons mean that very few blind persons are employed in the field of social work?

Since we are discussing the subject "Specialized Problems that Social Workers, Who Happen to be Blind, Must Meet in Order to Practice Their Profession", one must first consider social work as it is today. Social work, like the guided missile, has increased in size, service and purpose.

The present-day social worker can no longer be described as a dull, unsympathetic person

often dressed in drab clothing, carrying a small black notebook, coming unannounced to the home of the "unfortunate individual" to pry into the client's past, and snoop in closets to determine whether this person is eligible for a menial food order from the nearby grocer.

It is true that the social worker still aids his client to obtain financial assistance, but the majority of the services rendered are in other areas of endeavor.

Harriet M. Bartlett in her book *ANALYZING SOCIAL WORK PRACTICE BY FIELDS\** states that social work method include systematic observation and assessment of the individual or group in a situation and the formulation of an appropriate plan of action. Implicit in this is a continuing evaluation regarding the nature of the relationship between worker and client or group and its effect on both the participant individual or group and the worker himself. This evaluation provides the basis for the professional judgment which the worker must constantly make and which determines the direction of his activities. The method is used predominantly in interviews, group sessions and conferences. Social casework, social group work and community organization cover thees areas. Many times one overlaps the other service.

As if the complexities of the modern trends of social work were not enough for anyone to overcome, the visually handicapped social worker encounters even more problems in order to function in a "sighted world". These problems can be divided into two major areas and subdivided into several categories, mainly, Area one — Attitudes, and the second area — Mechanics of the Profession.

Under the subject of attitudes, one should explore the following questions:

\*Bartlett, Harriet M., *ANALYZING SOCIAL WORK PRACTICE BY FIELDS*, P. 24, 1961 NASW.

(1) How does the personnel in the agency accept the blind individual?

(2) How does the visually handicapped worker accept his handicap?

(3) How does he fit in the agency group?

(4) How does the sighted client react toward a social worker that happens to be blind?

(5) Does the client feel satisfied when he pays for the services, if he has a blind social worker?

When this subject was given to me for presentation, I realized there were a great many facets to the employment of a visually handicapped social worker. Therefore, I have spent the past several months endeavoring to gather the thoughts of blind persons in the field of social work, as well as the observations of sighted workers in agencies where blind people are employed.

Since this topic is so far-reaching and soul-searching, one cannot draw a definite conclusion. I will give you some specific examples:

In a children's agency, there was a visually handicapped social worker whose grooming left a lot to be desired. She prided herself on how well she was adjusted to her handicap. She felt she could be independent of others. She tried to give the impression that she was an authority on travel techniques. She often would scorn people who used guide dogs and refused to "lower herself" to the point of using a cane.

This was a very large agency in an old building where the offices were overcrowded. The result was that occasionally this social worker would walk into a door, left partially opened by a client or another worker; or she would trip over some item that had been inadvertently left in the aisle. This person would become very angry when she encountered one of these unfortunate experiences. She would let the whole office know about it and would often accuse an innocent bystander of deliberately trying to hurt her. The result was that the office staff had very few social contacts with her.

Another visually handicapped social worker is seen in an entirely different role. He is an efficient young man, working in a large

public welfare agency, the building being of such nature as to create similar problems in travel as our first social worker encountered. This worker, however, has been able to work himself up the ladder to the position of case supervisor. He is well liked and well received by his clients, as well as by the personnel of the agency and by the community. One sighted social worker in the agency described him as being "the life of the party" and "you couldn't ask for a nicer guy". He realizes his limitations in the area of traveling in a large city. Many of these problems he has overcome by the use of a cane. Occasionally he needs a guide. This he readily finds because of his warm personality and friendly attitude.

A visually handicapped social worker brought the following problem to my attention. He has enough vision so that he can travel about his office and agency without too much difficulty. Under normal conditions, he can make out the shape of a person fairly well. However, he has difficulty in distinguishing colors and he is unable to read regular print. I am going to take the liberty of quoting what he said, "My problem with clients may differ from that of other blind workers since I do most of my work in the office, so that my eye trouble is not always immediately apparent. The question then is whether to tell clients how and at what time of my visual loss. I believe clients should be told at some time, so that in the event I pass them on the street or in the waiting room they do not feel hurt by my not greeting them. I try to tell them early but do not make a point of doing it in the first interview. I try to find a good opportunity, such as when they show me a report card of their son. The danger of stressing my handicap too much is that they become over-concerned and focus on my problem rather than theirs. This is infrequent but it has happened".

One time this worker was visiting a client who happened to be in a mental hospital. When he came into the Reception Room he left his coat on a chair and put his collapsible cane in his coat pocket. It was quite light in the room and he could manage to see the layout of the room. He then went into his client's room. In the meantime, a lady came

into the Reception Room, moved the social worker's coat to another chair and sat down where the coat had been laying. The light in the room had decreased as a shade had been drawn to keep out the sunlight. The social worker returned, groped his way to where his coat should be and accidentally grabbed the lady's neck. The receptionist quickly came to the rescue and explained that the worker was not mentally ill, only blind.

Aside from the social problems involved, there are many mechanics in social work such as records and letters to be dictated, proofreading, reviewing of records, forms to be completed and current professional material to be read. Many agencies require a worker to do a great deal of traveling, including rural areas where public transportation is not available.

In order to meet the financial demands of good service, many agencies must be "budget minded". If a visually handicapped social caseworker and a sighted caseworker apply for the same position, and if more personnel has to be added to the staff in order to hire the visually handicapped person, naturally the agency would think twice.

How can the blind social worker overcome these specialized problems and be able to work in a position he desires? Who can prophecy? There are a few suggestions that might be helpful. First of all, a social worker with any handicap, whether blind or crippled, must realize that this is his handicap and not the agency's handicap. Therefore, it is very important that he be able to honestly face his limitations. He must learn to control the emotions that will often arise because of his handicap. He must learn to have the patience of Job when waiting for help from others, for example, waiting for a reader or a typist, or securing transportation. John Milton in his poem "On Blindness" said "they also serve who only stand and wait." My husband has paraphrased it with the statement "the blind, they stand and wait." With the blind social worker it must be emphasized that he must develop his personality far beyond what it usually expected of a "sighted" social worker, because certain demands of life are placed upon him.

In so far as the mechanics of the position are concerned, as I stated previously, social workers are found in many fields of endeavor. There is more selectivity to be found in employment. If one becomes a member of a national professional social work organization, he will be informed of various employment opportunities throughout the United States and in other countries, both in the public and private fields; also, information is available at U.S. Post Offices and at the State Employment Service.

It might be suggested that a visually handicapped worker seek employment where the reading of case records is kept to a minimum and there are only a few forms to complete. Although the old school of thought was to keep voluminous records, the trend of many of our modern agencies is to summarize your contacts with clients, making the dictation brief but clear, so that if the record is transferred to another social worker he will know what services have been rendered. It is felt that in this way more time will be spent with the client and less time with the dictating machine, thus affording better service with less cost.

Transportation is a growing problem to many agencies due to the increased cost. Some public agencies have had to curtail their services because money set aside in their budget for travel had been spent. Therefore, a blind social worker cannot expect special consideration in this area. He must be a good traveler or work in an agency where he is not required to leave the office.

Even a well-oriented traveler runs into problems. In a large city, buses usually cover important areas. I recall, when working in Buffalo, many times it was necessary for me to walk long distances or use my own car in order to carry out my duties as a family caseworker.

I know of an agency where a blind social worker would ride with a sighted worker when this worker was going to another part of the state. At first, this plan sounds good — and of course saves the agency money. However, there are disadvantages to this method. Both the workers had to plan their program to meet the needs of each other, as well as of the clients. Because of this neces-

sity of coordination between the workers, their schedule of visits to their clients often were not completed.

Two other social workers have solved the transportation problem by having a member of their family drive for them. For short distances, this has worked out very well, providing the driver did not have other plans for the day. However, if one hires a driver or takes a member of the family on a long trip, it does become costly. I might mention that if one uses a driver or a guide, plans should be made that this person is not in the room where an interview with a client is being held. Often if a third person is in the room, especially a sighted person, the client becomes distracted or begins to tell his troubles to the other person, and thus the time taken for the visit is wasted.

Many of the letters that I received from my blind friends who are social workers brought out the fact that reading of records has been a very serious problem for them, as well as for others. One social worker has partially solved this problem. He works in an agency where the dictating equipment uses recording discs which are usually thrown away after they have been transcribed. He maintains a file of these discs, as well as those made by the intake worker, thereby cutting down his dependency on a reader and on a new case, and hardly any reading is necessary.

Arrangements might be made where the blind social worker could hire one of the other employees of the agency to record the cases that he is working with, or he might be permitted to hire an "outsider" to come in and read records. The time element would not be so important if this reading is recorded, and so perhaps this service could be rendered by a high school student or a retired person interested in making a little extra money. If a social worker shows willingness to pay for

his extra needs, many agencies probably will be willing to work out a feasible plan suitable for all concerned.

Actually, many problems that a visually handicapped social worker has are very similar to that of any blind person, except in some cases they seem to be more intense. As was stated in an article I recently read, *doing* is the social worker's daily function; how he performs his task, what services he renders reflects on the agency that he represents. A blind social worker must face his specialized problems realistically and do the best job he can, thus making his agency proud that he is their representative.

I would like to close with these thoughts:

("My Self",\* Author unknown)

"I have to live with myself, and so  
I want to be fit for myself to know;  
Always to look myself straight in the  
eye.

I don't want to stand, with the set-  
ting sun

And hate myself for the things  
I've done.

I want to go out with my head erect;  
I want to deserve all men's respect;  
But here in the struggle for fame  
and pelf

I want to be able to like myself.  
I don't want to look at myself and  
know

That I'm bluster and bluff and empty  
show.

I never can feel myself; and so  
Whatever happens, I want to be  
Self-respecting and conscience free.

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\*Anonymous, "Myself", A Book of Living Poems,  
Compiled by William R. Bowlin, p. 45.

## THE MEANS TO WHAT END?

Mrs. Sammie K. Rankin, Home Teacher  
Texas Commission for the Blind, Waco, Texas

It is a pleasure to be included on a general session program of the American Association of Workers for the Blind. I have been a member for a number of years and have watched the organization's growth with confidence and pride.

In order that you may more fully understand the remarks which I intend to make, I wish to clarify a few points in the very beginning. I am trying to share with you some of the more significant experiences of my twenty-eight years of home teaching. This sharing presupposes personal references for which I do not apologize. I am also aware that my experiences are neither unique nor absolute. You may have had experiences and will make them more flexible in their future application to your dealings with blind people.

The first AAWB conference which I attended took place in Indianapolis in 1941. I was excited at the prospect of meeting home teachers from older programs. I expected to learn from them; I hoped to get a few solutions to practical problems; and I wanted urgently to be welcomed into the fraternity. The program for the section meeting was excellent. Emphasis was on teaching techniques. During a "discussion" period, I was so foolish as to inquire about the relative importance of social services. I can no longer remember the answer. I only recall that it was so negative that I felt humiliated and excluded. Now, twenty-five years later, I find myself a psychologist when the emphasis is on social service.

My basic premise is that a combination of education, social work and psychology is essential in the training and practice of home teachers. The optimal goal of home teaching is, after all, to assist the client to arrive at a level of functional adjustment through counseling and learned skills, so that he can accept himself with his limitations and help those about him to see him as a useful person.

Acquiring the special skills which alleviate the handicap of blindness is, essentially, an educational process. Competence in teaching methods is certainly a cornerstone in the home teaching structure, but many of us carry in our titles the word "adult" as descriptive of those who can expect help from us. Yet in our college training, our education courses are concerned largely with the education of children. I also call your attention to the fact that there seems to be little literature readily available to us regarding the principles of adult education. It might be more accurate to say that there seems to be little emphasis on adult education in the literature of our field, although approximately 80 per cent of our clients are past school age. It may simply be that those of you who have ferreted out this information have failed to share it.

Teaching blinded adults is enormously complicated by the sum of their life experience. Social, physical, emotional and economic factors help or retard their learning processes. Recently I was asked by a newly-blinded woman to teach her Braille. She was intelligent and well-educated, but it was a desperate struggle for her to learn the alphabet—the twenty-six letters of the alphabet—which she had known for fifty years. I accounted for a part of her difficulty by attributing it to her rejection of her blindness. For many seeing people, Braille is the ultimate proof of blindness. The inaccuracy and inadequacy of my assumption was made clear to me when the pupil was introduced to the first lesson of short-form words. Her attitude changed strikingly. Her learning speed accelerated to such a degree that she completed the remainder of her Braille in half the time she had already spent in learning the alphabet. It became clear to me than that reducing an adult to the educational status of a first-grader involved emotional factors to which I have given too little consideration. Perhaps adult

education is another of the areas impinging upon our specialty where basic research could bring great benefits to us and to our clients.

I wish to emphasize strongly the differences which may arise in our efforts to meet the needs of those without visual memory as opposed to those with a background of visual experience. This anecdote will illustrate my point and may alert us to the special problems of clients who have been blind from early childhood.

From the time I was first stationed in Waco, I have served a client who spent the first fifty-four years of her life in an institutional setting—a residential school, an orphanage and finally a home for aged women. She began her emancipation by working in a sheltered environment. After a few weeks, she left the old lady's home for a boarding house. She learned to walk with a cane and to light a gas stove. At this point, she felt that she was ready for an apartment and real independence. She wanted to learn to cook and we planned it for a Saturday, because of the time element. We planned menus with due consideration for simplicity. We got in the food which was required. She insisted on having scrambled eggs for breakfast. I was eager for a report from her on Monday morning.

"Well," she said, "I got along fine, but you forgot to tell me one thing!" (I was chagrined. What could I possibly have forgotten?) "You forgot to show me how to break an egg!"

Her complaint has become a positive force for me. It has made me sharply aware of the absolute necessity of teaching each client according to his individual needs and background.

It is not possible for me to compartmentalize social work and psychology either in my thinking or in my practice. I enjoyed a brief, formal introduction to social work in this city at the first of the refresher courses for home teachers which were sponsored by the American Foundation for the Blind in the early 'forties. By reading and thinking, I have built upon this frail foundation certain habits of practice, which form the heart of social work philosophy. The client must be considered as a whole person. You must work where

the client is. The client has an inviolable right of choice. Interpretation and support are basic tools of social work. Good recording is an ethical, professional obligation, since it keeps the client in perspective for the current worker and provides a blazed trail for any successive worker. Objectivity is implicit in the worker's acceptance of the client's right of choice.

I began the formal study of psychology because social work training was not available to me. I began with courses in counseling because they seemed most pertinent to my professional activities. The techniques of personal counseling have proved very useful to me, because this is often the area of greatest admitted need. I learned to analyze my responses and to evaluate and anticipate the effects and degree of my personal interaction with the client. I studied vocational counseling, testing and rehabilitation and still was not satisfied. I finally set up a degree plan in clinical psychology and began to learn the things for which I had been hunting throughout my home teaching career. The wider and deeper is your understanding of a client's dynamics the more nearly you can help him to self-realization. Now I am less often baffled by my inability to reach a client. I know that somewhere I have the key. It may be that my reaction to him is too highly colored by my own emotional needs or experience. It may be that his attitudes toward and his anxieties about authority are interfering with his progress. It is always possible that the onset of blindness has so damaged his self-image that he can find little psychic energy with which to work at solving his more manifest problems. The basic research on sensory deprivation now being done at Harvard, among other places, should give us greater understanding of what the real problems are in adjusting to sensory handicaps. On the foundation of more comprehensive information and deeper understanding we can make more sensitive use of the tools we have to help blind people learn to live in a different way. We can also hope to understand and accept and modify the attitudes of that segment of society in which we and our clients must function.

All that I have really said is that all knowl-

edge and all experience can be used as a means to the end of helping our clients. Each discipline—education, social work and psychology—has a significant contribution to make to rehabilitation. Not long ago, a sighted friend called to share a bit of absolute truth with me. It comes from a book on spiritualism which was published in 1919. The source of the quotation certainly suggests that neither time nor place has a corner on

truth. I will not insult your intelligence by interpreting the quotation for you as it relates to this paper, but, for the rest of my life, I intend to think of it often.

"Suggest, enlighten and encourage, but don't try to bear the burden of another's life."\*

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\*King, Basil, THE ABOLISHING OF DEATH, Cosmopolitan Book Corporation, New York, 1919.

## PROGRESS REPORT ON STUDY "HOME TEACHERS OF THE ADULT BLIND"

### What They Do; What They Could Do; What Will Enable Them to Do It

Elizabeth Cosgrove, Director  
AAWB Home Teacher Training Project, Washington, D. C.

Today is July 11. On July 11, 1961, I appeared before a general session at your convention in St. Louis. Is this a mere coincidence or does it mean that, in planning convention programs, the AAWB is methodical in keeping its members informed *promptly* of action taken on matters of interest to them?

By July 11, 1961, the ink on our report was scarcely dry and Braille copies had not yet been made. And so a resumé of its contents was given with special emphasis on its recommendations. These recommendations were based on the findings of the study which centered around: Program Planning; Intake Policies; Personnel Management; Functions of the Home Teacher; Knowledge and Skills Essential for Home Teaching; Development of Training Facilities; Supervision of Home Teachers; Recognition and Use of Others' Skills; Volunteers; Mobility Instruction; and Tutorial Services.

And for today, July 11, 1962, you have asked us for a progress report on the study. We assume you are interested in knowing what follow-up action we have taken on the recommendations of the report. We are glad to tell you about that. But the *real* test of progress will be found in your own agencies —what action have *you* taken to raise the

skills of the home teachers to the level of dignity they deserve, to make their functions as *teachers* clear, and to give their clients the benefits of *all* services in the community?

In the time allotted this morning it is not possible to give a full account of one year's activity. We do have progress to report. One reason this is possible is that the staff of the Office of Vocational Rehabilitation, United States Department of Health, Education, and Welfare, through its Training Division and Division of Services to the Blind, has consistently responded to our repeated requests for counsel and information. Its Director, Miss Mary Switzer, has given her continuing enthusiastic support to our efforts.

These efforts have been concentrated on three activities:

First, Establishing a *curriculum* for long-range training of home teachers in one or more universities.

Second, Planning and conducting a series of *regional seminars* for administrators of agencies for the blind.

Third, Training of *selected volunteers* to assist home teachers of the adult blind.

We shall report here, briefly, what has been done and what is planned on each of these activities.

### First, Establishing a curriculum for long-range training.

As the initial step in planning this activity we decided that we must think in terms of training home teachers for the *future* and not in terms of current practices. (In-service or short-term training would be designed in those terms.) This is *not* to say that home teachers now practicing would not be considered as candidates for traineeships, under grants, if they met the requirements of education, experience, and personal qualities to be established for the program. And so, before discussing curriculum with university people, we defined what we expected the "product", or trainee, *to be able to do* after he or she had completed the long-range training. In making this definition we kept in mind that the *principal objective of the academic goal is to prepare home teachers of the adult blind to help clients to reach their maximum degree of independence, usefulness, and fulfillment.*

In this effort we have had to assume that those agencies that employ home teachers and that have not already done so will provide the kind of administrative settings and practices that good administration requires. Otherwise, they will be unable to either *obtain* or *retain* competent home teachers. These practices are outlined in detail in the original report **HOME TEACHERS OF THE ADULT BLIND**.

We believe that home teachers are able to perform their functions effectively only in agencies where:

- a. Their functions have been clearly defined by their own agencies.
- b. Their functional relationships to other staff of the agency have been defined.
- c. It has been determined, by staff qualified to make such determinations, that each client assigned to them wants and needs home teaching service.
- d. They are expected to serve as strong members of rehabilitation teams.
- e. They are supervised by individuals who know the work and who know how to develop staff.

Particular attention is called to the importance of this last point (Item "e"). Without

adequate supervision, the home teacher, as any professional worker, is unable to play an effective part in total agency planning for the blind client.

Consultations have been held with officials from a few universities known to be offering multi-disciplinary curricula, other educators, and representatives of agencies for the blind. In light of advice gained from these consultations, a decision was made to "make haste slowly." It seems imperative that, before any trainees are selected under a grant program, that (a) the universities to be selected must have an able coordinator of the program; (b) the teaching faculty must have understanding of the "product" desired; (c) field work placements and supervision be clearly determined; (d) the curriculum securely "anchored" and accepted by the teaching faculty; and (e) equitable standards for recruiting of trainees be clearly defined.

Miss Cecile Hillyer, Chief of the Training Division of the Office of Vocational Rehabilitation, Department of Health, Education and Welfare, will be in touch with a few selected universities about September, 1962, with a view to having a grant program begin, probably not later than the fall of 1963. A Master's degree in education is currently considered as the academic goal to be reached, with the curriculum adapted to provide the knowledge and skills essential for home teaching. We at AAWB will serve in a consultative capacity during negotiations.

### Second, Planning and Conducting a Series of Regional Seminars for Administrators of Agencies for the Blind.

In the belief that agency administrators have the key role in making fundamental changes that are needed to improve home teaching services, we naturally looked to administrative leadership for help and counsel. A series of regional seminars has been planned. The purpose of these seminars is two-fold: first, to help administrators see for themselves how they can improve their *own* home teaching programs; and, second, to see if they can reach agreement, on a nation-wide basis, on what constitutes sound administrative principles and practices.

The first group from several of the eastern

states met in Washington, D. C., in March of this year. A second group from five states met in St. Louis in April. As a basis for discussion we prepared a document "An Administrator's Self-examination with Special Reference to His Home Teaching Program." It was used at both meetings. It has been sent to other agency administrators with the request for suggestions for its improvement and for agenda for future seminars which we plan to arrange after November.

This document comprises 46 questions to which "Yes" or "No" could be answered. Each question had the same preface. One sample question is:

"Have I, as director of my program, done all I can do to:

Plan and conduct my personnel management program so that home teachers are given the same administrative consideration and the same rights, privileges, and obligations as are given to other staff members? Yes— No—

In transmitting "An Administrator's Self-examination with Special Reference to His Home Teaching Programs" to administrators, we said, "We are suggesting that you fill out for yourself the 'Yes' and 'No' blanks. . . . The answers are *your secret* unless you offer to report your successful methods for the benefit of others. On the items on which you enter 'No', we are hopeful you will be thinking about what steps you can take in order to answer 'Yes' within a reasonable time."

Responses from most of those administrators who have participated lead us to believe this effort will be worthwhile to continue. At your 1963 convention we hope that both you and the AAWB staff will have even more progress to report in this area of leadership.

#### Third, Training of Selected Volunteers to Assist Home Teachers of the Adult Blind.

This activity stemmed directly from our nation-wide study. One of our special advisers, Mrs. Winifred Black of the staff of the American National Red Cross, deduced early in the study, from statements made by other Special Advisers who were home teachers, how volunteers could make a special con-

tribution of service to individual blind persons. One of the recommendations of our report was that administrators of agencies for the blind give firm support to the use of volunteers by their home teachers, and pointed out the steps through which this could be accomplished. That recommendation was based on the conviction that, volunteers *properly selected* can:

- bring from the community to increasing numbers of blind persons, many of whom are confined to their homes or institutions, stimulation to independence and continuity of interest.
- supplement an agency's service by freeing home teachers to use their distinctive teaching skills.
- help interpret to the public the special needs and interests of blind persons.

With the cooperation of the Virginia Commission for the Visually Handicapped, the American National Red Cross, three American Red Cross Chapters in Virginia, and the Office of Vocational Rehabilitation, definitions were reached as to:

- types of duties volunteers *could* perform
- actual duties of volunteers
- qualifications desired
- specialized training needed
- kind of supervision needed

With the cooperation of the same agencies, a pilot course and a demonstration program of 20 hours each were held. Evaluative observations were made during these sessions for the purpose of developing a manual for future wider use. The "Manual for Training Selected Volunteers to Assist Home Teachers of the Adult Blind" was completed by AAWB in time for trial at a second demonstration training program conducted May 1-4, 1962, in St. Louis with the cooperation of the Missouri Bureau for the Blind and the St. Louis Bi-State Chapter of the American Red Cross. A third demonstration will be conducted in Tampa next September, in collaboration with the Tampa Red Cross Chapter and the Florida Council for the Blind.

Following each demonstration, evaluations

are made for the purpose of improving the lesson materials in the "Manual."

It is not our intention to suggest that these training programs be limited to cooperation with the American Red Cross. We have been grateful to the participating chapters and to the leadership given by the Office of Volunteers of the American National Red Cross. Any local agency that has the resources to recruit volunteers and which would be able to assist an agency for the blind in training them could be used.

The "Manual" has 61 pages and seven appendices. Most of it was written by Miss Josephine J. Albrecht, who has been my associate since November, 1961, after consultation with the OVR. The "Manual" is being given limited distribution at this time. It has been sent to all agencies that have home teachers and to a few other agencies and individuals. A wider distribution will be made after revision following further testing. It has two parts. Part I tells how to initiate and organize a volunteer service to assist home teachers. Part II contains the teaching plan and lesson materials for use in eight training sessions.

The training courses must be arranged and conducted in a systematic manner, for volunteers who have been carefully selected, with their numbers in a given course not exceeding 15, and then *only* if a sufficient number of competent home teachers are available to assist in teaching them.

We believe these training sessions to be of value, not only as emphasis on the volunteer as a "tool" of the home teacher and as a strong liaison between agency purpose and community understanding of blindness, but they also serve as a medium of assurance to the home

teachers that positive measures are under way in the reidentification of the importance of their specific service to the blind.

A fourth activity on which we had hoped to make a contribution during the year was in the area of in-service training. We have served in an advisory capacity to a few groups and individuals. We would like to see more regional workshops or institutes planned such as the one sponsored by the School of Social Welfare, Louisiana State University, and the OVR, in cooperation with the American Foundation for the Blind. Another one, initiated by a group of supervisors of the Eastern Conference of Home Teachers, and sponsored by the Office of Vocational Rehabilitation, will be held in September, 1962, with the cooperation of the New York School of Social Work, Columbia University, and the New York Association for the Blind. Mr. Thomas Gilmartin of the New York Association's staff, with full support from its Director, Allan Sherman, has given leadership in making this regional workshop possible. We look for increasing action on the part of agency administrators in establishing in-service training programs, so that the home teachers and their supervisors will have increasing opportunities to heighten their competence.

Thank you for your manifest interest in our efforts to strengthen the services of home teachers as strong members of rehabilitation teams. We look forward to working closely with many of you during the coming year with the goal of being able to point to solid accomplishments.

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(In the absence of Miss Elizabeth Cosgrove, Director, Home Teacher Training Project, report read by Miss Josephine J. Albrecht, Associate.)

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## PAPERS PRESENTED AT THURSDAY AFTERNOON GENERAL SESSION

*Chairman—George Gean Lorantos, Assistant Director  
National Braille Press, Boston, Massachusetts*

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### EDUCATION IN ITS PERTINENT PHASES

Maurice Olsen, Executive Secretary  
American Association of Instructors of the Blind  
St. Louis, Missouri

I remember well a program at the 1960 AAWB convention entitled "This I Believe . . ." at which time several people spoke of their own views, opinions, biases, or even prejudices concerning work with blind people. I would first like to make it clear that this paper is written from this same standpoint; it simply reflects my own personal thoughts on some of my "pet" outlooks on the education of visually handicapped children.

To begin with, I think any consideration of the education of blind children should be oriented to some understanding, agreement or study of the goals of the particular special education program to be reviewed. Many times people ask "How does this particular residential school rate in quality of education offered?" or "How well is this particular residential school preparing its blind students?" An itinerant program may ask for opinion as to whether their approach is satisfactory, successful, or as good as a resource room organization. There is the old, old question of whether a day school education is better than a residential school education. I think we have come to a point of clearer thinking than in the past, since more people are realizing that there are no "pat" or general answers to these questions. This can also be seen in our national caution in trying to compare the total American educational system with the national programs of Russia, or England or Switzerland, or any other nation which may have entirely different values, goals, and circumstances from those in this country.

How do you measure "success" of an educational program? Do you measure the employment of graduates, and would you take into consideration just whether they are employed, or also their salary levels, or the prestige of the occupations in which they are employed, or the suitability of their employment as compared with their abilities, or the predicted stability of their jobs, especially in relation to the fast-moving technological impact on our occupational structures, or all of these, and in what order of importance? Is success measured by the number of graduates who continue their education by attending colleges or universities, and should this include enrollment in trade schools and other specialized vocational training resources? What about dropouts after initial college entrance? Shouldn't grades in college be a factor that would be of continuing interest even after the mere fact of enrollment in college has been determined? How about the size of college, distance of college from home and competitive atmosphere of the college? What about the course of study followed as compared with the individual interests, aptitudes, and academic abilities of these college students?

I could go on and on with possible factors that could be considered in evaluating an educational program: achievement test results covering the academic knowledge of graduates; the civic role and responsibility of the graduates as citizens of a democracy who should be knowledgeable and active in fulfilling citizenship duties and taking advantage

of citizenship opportunities; the social success of graduates in courting, marriage and family living; the continuing health, both physical and mental, of graduates; their use of leisure time; their success as intelligent consumers; their ability for appreciation of beauty and satisfying self-realization through participation in fine arts; and so on throughout the many areas which should be goals of our educational programs.

The important thing, it would seem to me, is that a school or special educational program should study and constantly pay attention to improving a set of goals or objectives. The faculty work and attention to setting goals, discussing objectives, and deciding the direction of emphasis for an educational program for visually handicapped children is of tremendous benefit in and of itself as used in in-service training, improvement of curriculum, and as a guide and help for directing daily classroom activities to greater contribution toward the most worthwhile student benefits.

In the development of educational goals for blind children, there is no need to start from scratch and study special objectives for visually handicapped children, as if these goals would be entirely different from those for most public school educational programs for sighted children. However, even with the great areas of similarity among public school programs for sighted children, these schools should and do continuously study their goals and objectives according to local conditions, needs, unique circumstances, philosophy, leadership, resources, etc. So also should all programs in which blind children are being educated study their own objectives, even if they may be quite similar to objectives for other such special programs. I will direct the remaining part of this paper to some special goals that may be considered as additions to, or as adaptations of, the usual educational goals developed and widely discussed nationally for educational programs for all children.

*"All visually handicapped youth need to develop and to grow in their ability to work independently, to think rationally, to express their thoughts clearly, and to read and listen with understanding."*

This would seem to me to be an area of utmost importance for special educational considerations for blind children. This is the basic goal of competency in reading, writing, and arithmetic, the communication skills for both language and numbers, and this goal has the special adaptive importance for blind children of being dependent on imparting a knowledge, understanding and skill in the use of Braille to these students. Although there has been some comment that Braille used to be taught better than it is now, I also note a definite recent trend to improve the quality of Braille instruction being offered blind children today. The AAIB expects Braille competency by teachers applying for its lowest level of teacher certification. We believe it is also important for parents and houseparents to know some Braille, and we are encouraging this knowledge and understanding of Braille through houseparent certification requirements and AAIB parent workshop activities.

I am always pleased in the emphasis on quality and need for perfect Braille that the National Braille Club encourages among its transcriber members. But there is much room for improvement in teaching Braille in our educational programs. I have heard transcribers criticize teachers for not having been adequately trained in the Braille codes, let alone in the skill of teaching Braille. One of our major teacher preparation programs includes the study of Braille codes and the study of teaching Braille within a general course on methods of teaching blind children, resulting in the offering of a one "package" course attempting to cover really too much at one time. Other teacher preparation programs offer separate and distinct beginning Braille courses, advanced Braille courses, courses on teaching Braille, and two different methods courses in addition to these Braille courses, one on elementary methods for educating blind children and the other on secondary methods for educating blind children. Some teachers have criticized the AAIB Braille proficiency test used in our certification service as including some things that transcribers may need to know but which teachers would not need to know. They feel that teachers do not need to be as skilled in a knowledge of Braille as transcribers should

be. I don't agree with this thinking! We have also uncovered some (but not many) teachers who cannot pass our Braille proficiency test and when some of these teachers are concentrated in one program, I fear for the Braille competency of students attending this program. Most programs are now expecting all teachers to take college courses or in-service work in Braille, and I think the quality of Braille being taught in the future will improve. In addition to the ability to read Braille, the goal I quoted (about the need for communication skills) would apply to the need to train blind students in the use of Braillewriters, Braille slates, audio aids such as the talking book machines and tape recorders, and other writing methods such as typewriting, handwriting, etc. The recent progress in the development of Braillewriters has advanced Braille writing quite rapidly, making use of the excellent quality of the Perkins Brailler and the economy of the Lavender writer (\$45.00 I understand) to the point where some programs have a Braillewriter for every child. But is there a danger that pocket slates are being neglected? Will late introduction, de-emphasis, and lack of practice result in incompetency with such a portable and handy method of writing Braille as the pocket slate? I have no doubt that some programs are still not using Braillewriters as well as they might, but I also have a great fear that some programs are starting to neglect the Braille pocket slate.

There are some programs which have recognized the tremendous importance of audio aids in the life of blind people (especially signified in the results of the study of preference between Braille and talking book materials recently carried on by our libraries), and they are attempting to meet the need for additional and special training in the use of audio aids by blind students. Tape recorders are being used more and more and may sometime be issued like Braillewriters, one to each child. Advances in cassette features, in indexing and locating specific passages, and in programming automated teaching materials on tape will all add to the already simplified operating procedures of tape recorders and their reasonable prices, to even increase their potential usefulness to a greater extent. The

use of tape recorders, Soundscriber materials and other audio aids on the college level has influenced some secondary and elementary programs to include definite student training in this area, especially for college preparatory students. Note-taking, composition and other uses have been identified which can be improved through attention and instruction offered by our educational programs.

Typing has even been receiving recent attention in elementary grades in public school programs for sighted children. Its potential in the areas of teaching spelling and other facets of language arts lessons is being further explored. Meanwhile, this important method of communicating with sighted people needs to be taught and taught well and early with blind children. This area of early instruction in typewriting is a "plus" feature that must be included in educational programs for blind children. One program recently brought honor to our field by capturing first, third and fourth places by three of its students in a regional competition during a national typing contest. Other programs have special library facilities which acknowledge the importance of several of the communication areas by including individual sound-proofed study booths with a variety of Braillewriters, record machines, and typewriters among their special features to be used by the students in library study periods.

Finally, in this first pertinent phase of special attention in the education of blind children, it would seem that the skill of handwriting, especially of a student's signature, should be taught to add a personal measure of independence and individuality for the blind student.

*"All visually handicapped youth need to develop the ability to travel independently."*

*"All visually handicapped youth need to understand the value of, and to develop skill in, acceptable table etiquette, personal appearance, and social graces."*

A greater amount of personal independence for each blind student is probably one of the major goals of a special education program, and this is reflected in the areas of teaching independent travel, acceptable table etiquette and eating skills, personal appearance, and

social graces, and other independent living skills. Orientation, mobility and travel are receiving more emphasis in all aspects of work with blind people, but education is an area that should have recognized long ago the importance of teaching travel to a greater degree than is presently the case. More programs are arranging for the services of trained peripatologists or expert orientors, but the very small student load that can adequately be carried by one instructor at the one-to-one ratio of attention demanded, and the time daily or weekly that is needed for this instruction, would indicate the need of a staff of such experts that would be even larger than staffs of the relatively less important departments such as music instructors who sometimes number four to six in large residential schools. Administrators can achieve these much-needed additions to the faculty if they would really work to make a persuasive case before their boards of directors, and this should be possible since mobility skills are of such top importance in the lives of blind students.

Appearance and eating skills combine with travel skills to represent the most obvious aspects of blindness that would act as obstacles to greater personal independence, social acceptance, employability, etc. These areas then must have a place in the curriculum, and they deserve adequate times to be scheduled for them, and expert specially trained teachers should be assigned responsibility for these very important considerations.

*"All visually handicapped youth need to develop, maintain and improve salable skills which are personally satisfying, and those understandings and attitudes that make the worker an intelligent, socially useful, and productive participant in economic life. To this end, most youth need supervised work experiences as well as education in the skills and knowledge of their occupations."*

Although most educational programs will claim a general education or prevocational objective rather than a vocational training goal, the industrial arts and homemaking education of blind children are key curriculum areas for attention in order to claim successful education for these children.

Too often, crafts instruction has been a large area of the prevocational offering of educational programs. Other areas of regular industrial arts exploratory programs were thought dangerous, insurance risks, or classes were too large for the needed one-to-one ratio to personalize instruction to the interests, abilities, needs, etc., of the students. Now, thanks partly to the Oswego training program, blind students are more often being offered a commendable variety of prevocational experiences to help them with their vocational choices, to help prepare them for a work world, and to give them some basic skills in understanding and using tools and machinery. Traditional shop subjects that were found only in programs in which blind children were being educated are gradually giving way to a width of offerings in metalworking, machine shop, plastics, ceramics, automotive mechanics, electronics and electricity, etc. Woodworking has become just one of many shop areas which a student may take, while in the past it was sometimes the exclusive offering for blind children. Other prevocational experiences have been offered in piano technician training courses, farming courses, office work, massage, horticulture, salesmanship and other business training, and even dance band music instruction, among other areas. Practical courses in home repair are being offered both boys and girls. Work experiences have been arranged in areas such as office work, health center work, greenhouse and yard-and-ground work, laundry work, cleaning, maintenance-and-repair work, car washing and service station work, etc.

*"All visually handicapped youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life."*

While talking about vocational futures of blind students, it would seem best to also include a discussion of homemaking for girls. Homemaking courses for girls have included, for the most part, content that is much the same as in homemaking courses for sighted girls, with a possible adapted approach to a study of colors and an attention to special aids and devices available to help the homemaker. With the use of adapted measuring

aids and special techniques, cooking, baking and meal preparations have been no problem, while such slight considerations as heavier paper patterns for making clothes and special sewing devices or aids have allowed regular clothing and sewing units to be covered by homemaking classes in which blind girls are being educated. Family living units, including dating and social living skills, have been offered for both boys and girls.

*"All visually handicapped youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts."*

Shopping, consumer economics, foods, clothing materials, etc., are also covered in home-making courses with the usual adaptation that the teaching method includes even more field trips (or "feel" trips as they are sometimes called), concrete individual experiences, involving more student activity and participation, etc., which are ingredients to the approach or method used for all subjects in the education of blind children.

*"All visually handicapped youth need to develop and maintain good health and physical fitness and to cooperate actively and intelligently in solving community health problems."*

The AAIB Physical Education workshop recently completed a survey of the physical fitness of visually handicapped students in our schools. To me the results were disappointing, but not discouraging. Out of six events outlined in a testing program being sponsored by the President's Committee on Physical Fitness, the visually handicapped children rated very poorly in two events (running and throwing), rated a little higher than sighted children in two events (pull-ups and squat-thrusts) and approximately the same as sighted children in the other areas. The disappointing aspect is that when blind youngsters scored average with their sighted peers, there were still approximately 50 per cent of the students who could be considered as having failed the tests, since even the sighted children in our nation need greater attention

paid to improved physical fitness, as do the great majority of visually handicapped children. Daily physical education lessons need to be included in the educational programs for blind children, and they should be given more opportunities to run, exert themselves, participate in team and competitive sports, in the higher grades, etc.

*"All visually handicapped youth need to develop and maintain good mental health, emotional stability, and personality growth."*

*"All visually handicapped youth need to develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live and work cooperatively with others."*

These points cover something that is not as much taught formally as it is included in all school experiences and classroom activities. Not only do blind children need help from expert guidance services, but every teacher should be able to contribute to the development of pleasant, normal and acceptable personalities in their blind students. Specially trained guidance personnel should be available to these children also, since the important needs for prevocational guidance and occupational information are essential to adequate preparation of blind children for the difficult accomplishment of vocational success.

*"All visually handicapped youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful."*

Leisure-time activities represent another area in which educational programs for blind children cannot assume that as much will be learned incidentally through sight as would be the case with sighted children. Experiences in areas such as bowling, swimming, hiking, camping, ham radio, dancing, card games, checkers, chess and other games, crafts, music, skating, etc., must be given more attention and effort through plans on the part of the educational programs and parents.

*"All visually handicapped youth need opportunities to develop their capacities to ap-*

*preciate the beauty of, and to participate in various forms of, literature, art, music and nature."*

Traditionally, good music instruction has been identified with the education of blind children, but some programs are still not offering the possibility of group participation such as in orchestras, bands and choruses. Individual instruction can be carried to an extreme which can be harmful if it means a lack of group experiences in music, physical education or sports, etc.

Some educational programs offer some instruction in creative writing within the language arts program, but I believe we do not give creative writing enough attention. Many times quality instructors of creative writing are not provided in the educational programs, but instead just the run-of-the-mill English teachers are responsible for this area of the curriculum and many times they cannot really develop the potential of some students in which writing may be a talent with even vocational possibilities.

Dramatics are being neglected by many educational programs while this area seems to offer great potential in attempts to compensate for the lack of visual learning of facial expressions, gestures, and natural posture, movement and poise.

Art is also being neglected it seems, since so many times instruction in this area is limited to the teaching of crafts including weaving pot holders or producing ceramic replicas from set molds. Art has such promise in freeing the creative, expressing the individualistic, blossoming the artistic energies and abilities of students. The patterns, copy work and adult-imposed restrictions are further examples of unartistic methods many times used in schools, as exemplified also by the encouraging of coloring within lines or all students being required to cut out identical rabbits for stringing decorations in monotony around the room which we find all too often in public schools with sighted children.

The American Foundation for the Blind now has a new film out on "First Steps in Clay Modeling" and we need to do more clay modeling, sculpture, and free and creative ceramic work. We can have students con-

struct their own ideas in pictures and designs with cutting and pasting construction paper or any and all materials such as screens, wire, cork, yarn, cloth, sequins, macaroni, sponge rubber, etc. Soap carving, construction of mobiles and other ideas should be taught, in addition to art appreciation lessons with a study of geometric forms, spaces, colors, and other considerations for an understanding of art and design.

*"All visually handicapped youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of man, and they should apply and use this knowledge in the solution of personal, social and scientific problems throughout their lives."*

From art to science may be a small jump or a large jump depending upon the way you look at it, but it is another often-neglected area of the curriculum. We sometimes use our energies to excuse the weak science instruction offered blind children rather than use them to conceive of new methods to use in approaching the science education of our students. General science is usually offered; excellent models are helping in teaching biology; physics is catching on fast in more of the leading educational programs for blind children; but chemistry is still a problem. Identification of colors is one obstacle in teaching chemistry, but there are inventors working on technical devices to help with this at the present time. The real ingredient still missing is teacher imagination, conviction, courage and determination, and a cooperation among teachers and programs in sharing in the development of the best approach and materials, experiments, and adaptations for use in teaching chemistry to blind children. I am optimistic that the science education of blind children will soon be more extensive and of higher quality, and the new science facilities and rooms presently being furnished and planned in our programs give evidence that this area will not remain neglected.

\* \* \* \*

These have been some of the pertinent

phases then in the education of visually handicapped children:

1. Special communication problems of blind children requiring that they learn to read and write Braille, use audio and recorded media for studying and learning, and become proficient in typing.

2. The very important needs of blind children to gain greater independence in travel and daily living skills and the important consideration of acceptable appearance and social skills.

3. The special requirements by blind children for greater prevocational skills and preparation directed toward post graduate economic self-sufficiency through employment, the assumption of family responsibilities and the intelligent participation in society, both as a producer and consumer.

4. The essential need of blind children for a healthy and sound body and mind, including the development of good personal habits, insuring a high level of continuing fitness.

5. The problems of blind children in the area of personal adjustment and balance in attitudes, adequate philosophy of life, and ability to get along with others.

6. The requirements of blind children for adequate knowledge and skills pertaining to leisure-time activities.

7. The need of blind children for developing artistic talents and appreciations including a thorough introduction to all aspects of beauty.

8. The problem of blind children being offered equal opportunities for science education as is presently being offered sighted children.

In addition to these pertinent phases of edu-

cation as outlined, the following goals may very well be included in the general objectives for any educational program for visually handicapped children:

"All visually handicapped youth need to understand that our American heritage is based upon a recognition of the worth of each individual citizen and upon the freedom of that individual in American society. All visually handicapped youth need to understand the rights and duties of the citizens of a democratic society and they need to be diligent, competent, and interested in the performance of their obligations as members of the community and citizens of the state and nation.

"All visually handicapped youth need to recognize the inter-dependence of the different peoples of the world and one's personal responsibility for fostering international understanding and peace.

"All visually handicapped youth need to grow spiritually and to develop a tolerance and an understanding of the religious beliefs and principles of others.

"All visually handicapped youth need to understand the importance of, and to participate actively in, the conservation of our natural resources.

"All visually handicapped youth need to recognize the necessity of continued learning throughout life."

In summary, we need to continue our efforts to provide for all visually handicapped boys and girls of the nation the guidance, facilities, techniques, and understandings which will develop them into socially acceptable, emotionally mature, economically able, morally sound and civically responsible members of our world community.

## LITERATURE — AS EDUCATION

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Literature has been defined as writings that have excellence of form and content, and ideas

of permanent and universal value. The word has taken on many other meanings, of course.

We speak of the literature of sociology, for instance, and include works written in pedestrian or technical language, books and articles detailing facts rather than ideas, and multitudinous writings concerning ideas of passing interest. Or we ask, "Have you any literature on the subject?", meaning do you have some brochures outlining your program, or expressing your point of view.

Today we shall concern ourselves only with literature characterized by excellence of the writing, and permanence or universality of ideas. We have all experienced its power. The BIBLE, in its many translations, has never lost its quality as literature. Even when the majestic words of the King James Version are changed in one of the modern versions, the language still has dignity and grace, and the meaning is universal and permanent. We cannot forget Shakespeare's words or their impact. "The quality of mercy is not strained; it falleth as the gentle rain from heaven" is comforting and reassuring, in part because it says that mercy, within the power of us all, is direct, whole, and life-giving, and partly, because Shakespeare used l's and n's and soft vowels to express the very essence of mercy.

In my profession of librarianship, we have tried to classify books for convenience, and we have succeeded in lumping true literature and other kinds of books together. We speak of fiction as if there were no difference between Thomas Hardy's RETURN OF THE NATIVE, which is literature, and Sloan's THE MAN IN THE GRAY FLANNEL SUIT, which is not. We speak of non-fiction, and thus do not distinguish between Bolin's ATMOSPHERE AND THE SEA IN MOTION, a scholarly useful book, and Rachael Carson's SEA AROUND US, which transcends its own value as information and becomes literature.

Perhaps we have been the ones who are guilty of categorizing purely factual, or dull, or inconsequential books as educational, and the fine, rich books as recreational. Or perhaps we have only reflected a public point of view. At any rate, whether or not we are originally guilty, we are punished over and over by hearing people say, "Oh, I never read novels or plays or poetry. I like to learn something when I read."

What can you learn from literature? From

books like Rachel Carson's you can learn as much factual information about the sea, and its plants and animals, and its constant movement and its effect on men's lives, as you can from many lesser books, even if you are insensitive to its beauty and universality. But what can you learn from a poem about a seagull, or a play about a building contractor (even though Ibsen gave it the more dignified title of THE MASTER BUILDER), or a novel about an old fisherman who lives on the brink of poverty, as in Hemingway's OLD MAN OF THE SEA?

One thing you can learn from all literature is that many worlds exist—and through literature, you can experience them all. When John Ciardi writes about a glimpse of the white seagulls over the water, you suddenly wing with the gull. His world of flight and balance are yours. And because you are capable of that moment of suspension, you know that this earthbound body is not the total you—that something within you can be released.

With the MASTER BUILDER you go to Norway—and enter the world of driving, ruthless ambition as well. We can go to any part of the world—without the need of a jet flight or the cost of a ticket. Forster's PASSAGE TO INDIA plunges you so directly into that mystic and troubled country that it is hard to believe when you finish the book that you have not really visited the caves of Marabar. You are not only in China when you lose yourself in Pearl Buck's GOOD EARTH—you are a Chinese peasant struggling to keep breath in your body against tremendous odds.

For that is the difference between a creative work of art and an ordinary travel book. The travel book says "It is like this—so big, so many buildings, so many sights and sounds and smells." The work of art says "Come with me—we shall live for awhile in this special world, and see and hear and smell and feel; and weep and laugh; and hate and love; and grow and die as people do there."

Whether you go back in time, as you do when Keats takes you to ancient Greece, and says of the lovers on the urn—

"Forever wilt thou love, and she be fair."  
or stay in this century and stop with Robert

Frost to watch a New England woods fill up with snow, you are transported to a world you would not otherwise know—and who can say he does not learn from such travel?

Some of the worlds to which literature takes us are those we have been blessedly spared from knowing directly. They exist, however, and a true seeker after education does not flinch from them. What is it like to live in the world of the hunted? Ernest Hemingway forces us to face the desperation and abandonment of all hope in a short story *THE KILLERS*. What would it be like to lose all sense of values and descend to constant drinking and sexual promiscuity? John O'Hara forces us to see and to recognize the agony of such an existence in *APPOINTMENT IN SAMARRA*. We grew up, if we were lucky, in families that cared for us, that gave us values that seemed real and worth fighting for. We shudder at the world of Holden Caulfield in *CATCHER IN THE RYE*, where the language is coarse and profane, and most people, in Holden's own word—a typical sixteen-year old's word—are "phoney."

Sometimes it is hard to recognize the excellence of expression in books that deal with violence and immorality. Beauty is not always a matter of balanced sentences and gracious metaphor. Hemingway uses few images. His words are hard, short, punching. They have beauty because they are clear, appropriate, and charged with meaning. He does not tell us that the hunted man is desperate and hopeless. He does not have to. In words, often ugly in themselves, he tells us how Ole Andreson acts, and out of this unadorned prose rises a picture of startling impact. Excellence in expression creates a beauty of its own.

The many faces of beauty become familiar to the reader of literature. To learn aesthetic appreciation one does not have to read a philosophical treatise. In Elizabeth Bowen's novel the *DEATH OF THE HEART* a young girl writes in her diary, "I am here, in London," and the playwright who reads it comments that it is the comma that gives it style. Listen to the difference—"I am here in London" and "I am here, in London."

Rhythm—"I must go down to the seas again, to the lonely seas and the sky," as John

Masefield says, form, as in a short story by Edgar Allan Poe or by a new young man on the literary scene, John Updyke, sound—as when Dickens chooses names like Uriah Heep, or Mr. Micawber, or Emliy Dickinson begins a poem on autumn, "The morns are meeker than they were." In the broader tapestry of the novel one can trace intricate patterns, or to change the figure, in the structure of the larger work one can find the key-stone, and marvel at the inevitability of the arch.

But all the strangeness of other lives and worlds, and all the excellence and beauty of language are not enough. Literature—true literature—is concerned with ideas of permanent and universal interest. When Shakespeare wrote *HAMLET* he started an argument that has been going on for 300 years. His idea seems simple. A fine young man may see his duty clearly, and is unable to carry it out. Yes, of course, everyone knows that. And almost everyone has a simple answer to the question "Why?" until he reads *HAMLET* thoughtfully. Shakespeare knew that there were no simple answers. And he hit upon an issue that touches everyone, everywhere, and for all time. Why are we not what we know we should be? Permanent, universal interest—presented so provocatively that the shelves of the library are crowded with explanations of Hamlet's dilemma.

Graham Greene leaves no doubt about the idea in his novel *THE POWER AND THE GLORY*. A Mexican priest is everything a good man should not be. But he believes in God and in his mission, and ridden by his own sins and his guilt, he risks, and finally meets death, in the turmoil of Mexico's most violent period of anti-clericalism. Greene believes that the priest's faith and his martyrdom will excuse his other sins in the eyes of God. Men have agreed and disagreed with his point of view in every era. What is sin? What is the balance between faith and good works? The reader does not have to agree with Greene—but he cannot remain impervious to the stimulation of his idea.

Carl Sandburg wrote a little poem that will not go away. You all know it—FOG.

The fog comes  
on little cat feet

It sits looking  
over harbor and city  
on silent haunches  
and then, moves on.

It is simple, uncomplicated. It talks of something everyone knows. To me it has an idea. It may have another one for you. If you can read it or hear it, and let it go, the idea has not come through. But if it haunts you, it will be partly, perhaps, because of the beauty of the image, and almost certainly because the idea provokes you to think.

For that is the nature of the ideas in literature. They do not necessarily come documented with facts and figures—although they may. They do not make you nod your head and say, "Oh yes, of course. I agree completely." They disturb you. They make you think. And what, after all is education? It is the process of stimulating one to think. Information is essential, and so is organization of knowledge. But all of this is sterile if it does not stir one to think, to bring to mind what is pertinent to the situation, to explore relationships between known facts. This shaking of the reader into thought is a province of literature—and one test of its quality.

Man does not live by thought alone. He feels, and this is the glory and the danger of his life. If we thought only, we would miss all the love and friendship and beauty of life. But we would not destroy one another—either by words or missiles. Our lives are a long conflict with our emotions. We teach a child to control his temper, and to release his love, to bury his hatreds and raise his ambitions. All of his life he struggles for the emotional balance that marks true maturity.

Creative literature cannot substitute for genuine emotional experiences. It can, however, evoke emotion, or hold a mirror to it.

We have a good phrase for the kind of writing that deliberately sets out to force a shallow emotional response. We call it a "tear-jerker." Creative literature scorns such easy reactions. The poet (whether he writes poetry or prose) is not tantalizing the reader's emotions. He is distilling from some experi-

ence all of the best of the emotion that is in it. If the reader has an emotional response, it is because something deep within him has come into harmony with the poet's feelings.

As we grow older, we face situations with a denial of the emotions that made our youth a time of wonder and delight. Snow, for instance, may arouse in us only irritation. Read Elinor Wylie—

Let us walk in the white snow  
In a soundless space;  
With footsteps quiet and slow,  
At a tranquil pace,  
Under veils of white lace.

But Thomas Wolfe said—

And who shall say —  
Whatever disenchantment follows —  
That we ever forget magic,  
Or that we can ever betray,  
On this leaden earth,  
The apple-tree, the singing,  
And the gold?

Lest we forget magic, we turn to those who hold it and make it for our delight.

In narrative, be it drama, novel, or a poem, we identify with the characters, and experience their emotions. These may reflect our own, or show us more clearly what others experience.

We are ashamed of fear and cowardice, and quite unlikely to analyze them in ourselves. When Henry Fleming in *THE RED BADGE OF COURAGE* flees from the battle, our mouths are dry and our hearts are sick. But with Henry, we realize that cowardice is human and that if the fear cannot be overcome, it must be defied if we are to survive.

Courage is not a matter for the battlefield alone. In Alan Paton's book, *CRY THE BELOVED COUNTRY*, an elderly Zulu minister sets out from his home in the peaceful African countryside to find his son in the city of Johannesburg. He faces depravity, prejudice, and tragedy, and through it all keeps his dignity and his faith. As we walk with him on his mournful journey, we learn what it means to live on the wrong side of the senseless boundary lines that society draws between the rich and the poor, the light and the dark,

and what courage it takes to survive such indignity.

The great novels swarm with people who struggle, as each of us must, with problems of their own making, and problems that are thrust upon them. While we suffer with these people, or laugh with them, we learn more and more about human nature—as it is reflected in ourselves and those around us.

Jane Austen held a mirror up to those of us who have a streak of bossiness in our nature. EMMA, in the book of that name, is always sure she is right. And well she might think so. She is young, beautiful, and rich. She manages her father's household skillfully, and she puts her tremendous energies to work to manage everything else. Jane Austen is so adroit in presenting Emma that we are taken in. We agree that Emma is right when she starts matchmaking. Pretty soon we are chuckling over the little frustrations she encounters—and suddenly we are aware, as Emma is, that the world cannot be managed to one person's taste. We leave Emma resolved to mind her own business in the future—for Jane Austen grants her readers a happy ending. If we feel a little uncomfortable, it may be that Jane Austen came too close. Better to learn from Emma than from those whose lives we want to run.

Through some books we experience that most gracious of emotions, compassion. Quick to judge others, as most of us are, it is good to have time, over a book, to consider why people act as they do, and to have an opportunity to understand what seems indefensible. When Tolstoi's Anna Karenina leaves her husband to live with a younger, more agreeable man, and eventually gives up her little boy, we cannot condone her action. But as we follow Anna's life, and watch her destroy her love for Vronsky and his for her, out of guilt, we feel compassion. Anna, the victim of her own emotions, moves us not to judge, but to ponder man's eternal struggle with the good and evil that live side by side within him.

It is hard to feel compassion for a boy who drowns a young girl because she stands in the way of his acquiring wealth and social success. Theodore Drieser, in AN AMERICAN TRAGEDY, makes Clyde Griffith a futile, unappealing young man, and yet he helps us

to know Clyde as a victim of society. We begin to question the narrow piety of Clyde's family; the acceptance of wealth as the goal of ambition; the justice that recognizes Clyde's act as murder, and recognizes not at all that Clyde lived in a world that never gave him a chance. Our compassion is not for Clyde. It is for the deprived among us, and it is tinged with concern for our own values.

The novelists can stir fear in us, too. "1984" George Orwell called the book he wrote in 1949. As a description of a totalitarian society, when "Big Brother is watching you," literally through spying telescreens, it makes the reader shudder. The cold fear is inspired not so much by the society that Orwell pictures. After all, he could have created it out of whole cloth. The terror comes in his logical development of that world out of ours. Big Brother wields his power over people who have accepted the abuses of advertising and the mass media, and have given up all political responsibility. Orwell meant to terrify—meant to shock his readers into an awareness of responsibility, into a consideration of the tomorrow that may be building today.

Not everyone accepts criticism of the social scene as literature. There are those who believe that only man's reaction to the conditions of his life is vital and universal. And yet, the great books are not written about man in a vacuum. The court of Egypt is part of the story of Joseph. Thackeray is bitterly critical of the 19th century English society he pictures in VANITY FAIR. William Faulkner, the winner of the Nobel Prize, moves his people across the canvas of the changing South.

Literature must give us affirmation, some critics say. Unless it pictures man as successful in his struggle with evil, it fails in its purpose. Others say that literature must picture life as it is—good and bad. Some say it must tell a tale or sing a song—purely to entertain.

Each author writes as he must, regardless of the critics. And each reader finds what is there for him. Empty books are soon forgotten. The great ones stay with us. Each of us has a short and limited life. The educated person pushes back the barriers of time

and geography and his own human weakness. He fills his mind with knowledge. He teaches his senses to appreciate. He opens his heart to emotion. He learns to live on many levels—he liberates himself.

To accumulate facts and to relate them to one another is admirable and necessary. To

ponder the ideas of great men, to hear the beauty of language, to live for awhile in the world of man's creative imagination is to transcend facts, to become truly educated. And we, inheritors of a great literary tradition, may read to enjoy—and in so doing, all the days of our lives, educate ourselves.

## SOME PROBLEMS AND EXPERIENCE IN REDIRECTING THE PROGRAM OF A PUBLISHING HOUSE FOR THE BLIND

Wilmer M. Froistad, Executive Director  
Clovernook Home and School for the Blind, Mt. Healthy, Ohio

In the field of work for the blind most of the voluntary agencies have been started by individuals working without pay who saw a human need and had the audacity to believe something could and should be done about it. It was the young doctor John D. Fisher, studying in Paris, who visited the Institute which Abbe Valentin Hauy had founded. He was inspired to go home to Boston and stir up interest in the educational needs of the blind children of New England. It took him more than six years to realize his goal, but in August, 1832, Dr. Samuel Gridley Howe started classes in his father's home with six blind children and two teachers. It was Dr. Fisher's convictions and efforts that brought about the establishment of the New England Asylum for the Blind, the school which was later named Perkins Institution and Massachusetts Asylum for the Blind.

In New York City it was the interest and concern of two young daughters of Henry Holt, the publisher, that brought into existence the New York Association for the Blind in 1905. Many of the other Lighthouses were inspired by the New York Association and the efforts of the Holt sisters. Similarly, it was through the efforts of two other sisters in Cincinnati, Georgia and Florence Trader, that Clovernook Home was established in 1903. These are, of course, only a few example of the literally hundreds of volunteer leaders

whose efforts have resulted in the network of voluntary agencies for the blind that are now vital links in the welfare service chain.

Those of us who carry on, as full-time professional workers, the work conceived and initiated by volunteers are under a great obligation, it seems to me, to preserve the inspiration and the personal dedication of the amateurs. They are often more willing to trust their own judgment and to strike out boldly than some of the trained workers.

Certainly the Trader Sisters were remarkable women. Murray Seasongood, the famous reform Mayor of Cincinnati, who played an important part in starting the Cincinnatus or Charter movement which swept across the country in the late '20's, was closely associated with Georgia and Florence Trader. In a recent speech, dedicating the beautifully redecorated living room at Clovernook to Georgia Trader, he said: "Georgia was one of the most remarkable people, of either sex, I have ever known. She had a phenomenal mind, marvelous memory, astonishing command of figures and knowledge of business. She was a highly imaginative innovator and practical idealist in her life-time devotion to Clovernook." And Mr. Seasongood added, "Georgia could not have accomplished the wonders she did, had she not had the completely self-sacrificing and unremitting cooperation of Florence."

To create recreational, educational, employ-

ment, and welfare services for blind people in the Cincinnati area, where none had existed before, and to build up a regional welfare service organization that bids fair to grow as much in the next half century as it has has in the past 60 years, calls for special qualities of heart and mind. And in paying this tribute to the Trader Sisters I am mindful that as I said at the outset—in many other communities in the United States, dedicated volunteers have also given a good part of their lives to building up service programs for those who are blind.

The two Trader Sisters were sensitive to the needs of the times. Out of their very first efforts which were directed to providing recreational and educational opportunities for blind people living in the Cincinnati area developed a conviction that one of the urgent needs was to establish a home where blind women would be welcome. In those days, about the only place open to the blind person who needed a home was the county home or hospital, and most of those institutions deserved the poor reputations they had at that time. When they learned, therefore, that the farm buildings and house known as Clovernook, which had once belonged to the parents of Alice and Phoebe Cary, was for sale along with about 26 acres of land, they went to their friend, William A. Procter, the President of Procter and Gamble Company, for advice on how to raise the price that was being asked, \$10,000. Mr. Procter felt that two young ladies, ages 25 and 27 were too inexperienced and too frail to undertake the organization and support of an industrial home for blind women. But they persuaded him to help them, so he bought the farm for them with the warning he would not provide money for operating the home. So it came about that in May, 1903, Cary Cottage opened its doors as Clovernook Home for the Blind.

Because Georgia and Florence Trader were right in their belief that there was a need for a home for blind women, and that these women could be trained to make useful, saleable articles, Clovernook grew in population. It developed two industries which are still the backbone of its activities. As early as 1904 the Clovernook women were turning out hand-woven articles on looms donated by a Shaker Community near Lebanon, Ohio. In-

cidentally, one of those early hand-hewn looms which had seen a century and a half of service has recently been given to the Warren County Museum in Lebanon. It is now a feature attraction. Then, in 1910, Clovernook was given its first printing press. By 1922, the Clovernook Press represented the second largest Braille printing operation in the country. In terms of the number of blind persons employed, it ranks first today.

Georgia died suddenly in 1944. Florence carried on with her able assistant, Anne Costello, but the times had changed, and Clovernook stopped growing. There were several reasons for the altered position of Clovernook. In the first place, Aid to the Blind, or Blind Pensions, provided out of funds supplied by the Federal and State governments, had given blind persons cash income of their own. They became less of a burden to their families; they were even welcome, paying guests. And there was another change. The feeling against institutional charity, which had long been building up because of the deplorable conditions in many county homes, had been extended to all group residential facilities. Handicapped persons had become reluctant to enter any home, especially if acceptance of residential services carried with it the suggestion that it was a lifetime "commitment." This new attitude had a direct bearing on the acceptability of Clovernook's services, even though it provided superior residential care, and even though its workshops were pleasant places to work.

The Trader Sisters had remained aloof from the main stream of welfare activities. They were probably, therefore, less aware of the effects of the Social Security Act and of the widespread movement in the '40's and early '50's to close out public residential facilities for adults or to convert them into hospitals. Anyway, it was not until 1961, several years after a Board of five trustees had taken over active management of Clovernook, that the American Foundation for the Blind was asked to undertake a study of the program. A self-appraisal study made with the help of the staff of the Public Health Federation of Cincinnati in 1959-60 showed that the average age of the Clovernook population was 66, but that the median age was 72. This report undoubtedly was a factor in the request for an expert ap-

praisal. There was an indication in the figures that Clovernook was becoming a residential institution for elderly blind women, and would cease to be an industrial home unless something was done.

First among the recommendations of the Foundation was the advice to employ a trained, experienced welfare administrator. The Board of Trustees accepted this recommendation and also expressed an interest in the recommendation that this be a first step toward putting greater emphasis on rehabilitation and employment. As an outgrowth of the Board's decision to take the first step in professionalizing the agency, which for nearly sixty years has been piloted by volunteer leaders, I was employed as Executive Director. I began my work last September.

\* \* \*

There are three sets of interrelated experiences and observations covering the past ten months which I think might be of interest to you as professional workers serving those who are blind. The first of these could be an account of the difficulties and frustrations involved in altering the course of an organization which has gone along a definitely determined course for more than half a century. One of my good friends in Ohio, who is also working in the field of services to the blind, said to me last Fall, "Wilmer, you can bend a tradition, but don't try to break it!" He was right in his warning, but even bending may rouse strong opposition, and should not be undertaken lightly by anyone who values his peace of mind and his security. But I shall not discuss the sociology and psychology of institutional change, nor shall I discuss the equally interesting question as to whether there is ever a place for a residential institution for the adult blind. Some of my colleagues are rather violently opposed to residential facilities specializing in care for the adult blind. I wasn't so sure myself, partly because I remembered the time when some favored closing all county homes. Let me at this point simply state that, under certain circumstances, I believe there is a place for a residential facility for the *employable* blind, but I will carry this discussion no further at this time.

In the time allotted to me, the Program Committee has asked that I discuss what we have learned in directing the revitalization of the Braille printing program at Clovernook. As a person experienced in work with blind people I came with certain strong convictions. The community studies which the American Foundation for the Blind has been carrying out in recent years all reveal an extremely low rate of employment among blind persons. Beatrice A. Wright, in her book "Physical Disability—A Psychological Approach," devotes a chapter to the effects of the inferior status position of handicapped persons in the United States and to their need to prove themselves and be accepted as "normal" people. Certainly nothing in our American culture contributes more to acceptance as an adequate person than regular employment. Therefore, I came to Clovernook with a conviction that there are very few services to blind people that deserve as high a priority as the effort to provide useful, remunerative employment. It seemed that the two major shop activities at Clovernook were ideally suited to giving status. Both weaving and printing require considerable skills, and the products are articles that can be readily judged as to whether they are of workmanlike quality. Moreover, the books and hand-woven articles are capable of being widely distributed and earning a reputation for high quality workmanship.

As a professional person, I came to this new job with the knowledge that most human problems can be better tackled by people with training and experience than by persons without training. Moreover, I had observed that, not only is blindness a severe disability, but that there are many problems that grow out of this disability. Some of these problems can be met by providing vocational training, but others involve social and psychological adjustment. I believed the shops at Clovernook would operate better if we had an engineer in charge who combined technical knowledge and skills with a willingness to help adapt jobs to the abilities of blind persons. And it was evident from the start that at Clovernook, as in other sheltered workshops, there were blind workers with health, social, and emotional problems who could use profes-

sional counseling. We found the engineer, but we have not yet found the rehabilitation counselor or social worker with the training and experience we would like to have. So, as a trained social worker, I have myself carried responsibility for the social, medical, and psychological aspects of rehabilitation, employment, and residential care.

There were a number of other assumptions whose validity it seemed Clovernook offered an opportunity to demonstrate, but I will mention only one other, that is the belief that there should be no conflict between the role of the volunteer and the role of the professional worker in a welfare service program. With the wide range of tasks that have to be done, and which without exception exceed the available time of a paid staff to do, there are always a variety of jobs for volunteers which can be adapted to their different abilities and the time they can give.

Over the years, Clovernook had already demonstrated that blind people could perform most of the specialized jobs in a Braille printing shop. By improving the efficiency of operations and cutting costs, we are finding that we can better our competitive position in bidding for jobs. In terms of the quality of work, we believe our work is superior to that of most of the shops which use predominantly sighted labor, that is, our texts contain fewer errors, our pages are clean and smooth, and the dots are firm and fairly uniform.

We have recently completed the training of one stereotypist, have another in training, and are looking for several more candidates. Stereotyping is one of the jobs which has to be subsidized, that is, we have to hire a sighted dictationist to make the tapes which the blind stereotypists use. One competent person doing tape recording can easily keep 6 stereotypists occupied. Also, it is a fact that a blind stereotypist is a little slower than a sighted worker. Perhaps the blind stereotypist is at present about 20 per cent slower than a sighted worker. We think we can reduce that difference. However, I believe we would be far better off in the United States paying a subsidy of \$50 to \$60 per month to agencies providing sufficient sheltered employment to take a blind person entirely off public assistance,

than we are at present paying blind people in such workshops just enough so that they can continue to get public aid. Assuming that a blind stereotypist is, on the over-all, 25 per cent less productive than a sighted person doing that work, this \$50 subsidy might represent 25 per cent of a salary of \$200 per month, or slightly more than \$1.20 per hour for a forty-hour week.

The advantage of taking a blind person entirely off the public welfare rolls is of great importance on several scores, but most of all on the psychological side. To be an independent worker, making a contribution like everyone else to Social Security, and eligible eventually to receive Old Age Benefit payments, is a tremendous thing. What better evidence is there for being the equal of other people despite a handicap? One of the workers we have trained in the printshop during the past six months is about to go off the public welfare rolls for the first time in his life.

In addition to stereotyping, blind workers, of course, do proofreading, run the presses and do all the collating and binding of books and magazines. Our books are hand-sewn. A severely visually handicapped person has this spring replaced a sighted worker as the operator of one of the hand-fed presses, and another blind person runs the automatic press. There are other jobs, such as running cards through a hand-press, packing books for shipment, filling mail bags, and so on, that are done by blind workers. At present, out of 21½ workers in our print-shop, 16 are legally blind, 1 partially sighted and 4½ (counting 2 part-time workers as 1½) sighted. That is a ratio of almost 4 to 1. We expect to add at least 4 more blind workers in the coming year, so that the ratio of blind workers to sighted workers will be further increased.

With that working staff we produced in the past 12 months 9 magazines, 7 of them monthly and 2 bi-monthly. That makes a total of 127,245 magazines during 1961-62. We printed and bound 28 books, totalling 1602 volumes. We turned out 10 catalogs and other job orders totalling 9,117 pieces. We embossed 930 decks of playing cards, and we Brailled 4200 alphabet, prayer, and other cards.

If you count out 3 vocational rehabilitation

trainees, all this mountain of work was done by 15 blind workers assisted by 5½ sighted workers. Most of the blind workers were over-age by industrial standards and many of them have other handicaps besides blindness. Only 2 were under 50 years of age. The 3 persons accepted for training and employment in the printshop since January average 35 years, as against 61 years for the long-term resident workers. Also, all 3 of the new workers will live out.

We also had the assistance of an average of 5 volunteers a week, each giving a half-day's time to proofreading. They supplement the work done by one sighted proofreader who is employed four days a week. Naturally, these were only a few of the volunteers who gave help at Clovernook during the past year. We are increasing the size of that group as rapidly as we are increasing the number of blind persons we are serving.

Of course, it took time last fall and winter to tool up for a broader program of service. Clovernook accepted its first trainee under the vocational rehabilitation program of the State Division of Services for the Blind for Ohio on January 2. During the first six months through June 30, we gave service to 7 blind persons and 1 partially sighted individual. This represented an increase of better than 26 per cent in the number of persons served. We do not know whether we can keep up that rate of growth for the next twelve months. We hope so, but of course it will require getting more printing jobs and finding new markets for both the Clovernook Printing House and the Clovernook Craft Shop products.

We have a number of ideas for opening up new markets for our embossing activities. Next fall, we expect, for example, to put on the market a series of new, low cost Braille books with plastic bindings. This venture is based on the belief that some blind persons would like to have books of their own and not be entirely dependent on books from Regional Libraries. We are exploring other ways of making more Braille material available to more blind people.

What have we learned in the past ten months about Braille printing? We have be-

come convinced that blind workers can compete with sighted workers in many phases of Braille printing operations. There is reason to think, since our ratio is 4 blind workers to each sighted employee, that at least 50 per cent of the jobs involved in producing books for the Library of Congress and in printing Braille magazines can be done by blind workers quite as well as by sighted workers. We have had the fullest cooperation of the Ohio State Division of Services for the Blind in our efforts. We are confident we can open up many more jobs for those who are blind with their continued cooperation. (We have also learned that there are a number of aspects of our printing operations that can be improved.) \*

We no longer regard residential care as the primary service at Clovernook, but we have found that there is still a need for such care. However, by putting the emphasis on rehabilitation training and employment with no residential condition attached to acceptance for service, we have had more applications for service in the past six months than in the previous four years, and the average age of those accepted during the past six months has been 43 years, whereas for the previous four years it was 64. Had Clovernook continued on the course of the past few years, it would have had to close down its shops before long. There would not have been enough employable persons to carry on their operations that require considerable vitality and skill.

The most important thing we have demonstrated—and that was something I was sure of from the start—is that there are still large numbers of persons who can be rehabilitated if we can set up employment opportunities and provide the training needed to fill the jobs. Employment solves many of the other problems that make a misery of the lives of so many blind people. That is why I would put it first among the services agencies should be providing.

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\*We have reduced the cost of metal and paper nearly 10 per cent. We are working on other ways of saving money and time.

## VOLUNTEERS AND BLIND MUSICIANS

George G. Bennette, Director

Lighthouse Music School, New York, New York

I am delighted that I was invited to speak to you about the work being done by volunteers for blind musicians. Ever since my undergraduate days at Oberlin, I have felt a great indebtedness to those people who, in their specialized way, made an important contribution to my musical education and career. I refer specifically to Braille music transcribers. I shall have something to say about these people later on, but I mention them now, because they provided me with my first contact with volunteers. From that time until the present, I have become more and more interested in the volunteer with regard to what he does and why he does it. We hear a great deal these days about our commercial, materialistic society, but the unselfish spirit of these people serves as a substantial reminder that all is not lost to the money-getting way of life. Volunteers work without pay. I shall describe first the various types of work in which volunteers can be helpful, and then have something to say about the equally important subject of volunteer spirit.

There is a growing interest all over the country in Braille music transcribing, and there is similarly an increasing demand for music as a greater number of blind musicians become professionally successful. This work is tedious, and it requires patience and a high degree of accuracy; one misplaced dot is likely to be the cause of a discord. The person who undertakes this work must not only have a knowledge of music, but considerable proficiency in writing literary Braille besides. During the last five years, we have trained sixteen of these transcribers at the Lighthouse Music School, and now they are doing transcribing for us, as well as filling a number of orders throughout the United States. There are more than twenty transcribing groups in the country which provide this special service, and this means that it is possible for the teacher or performer to obtain in Braille any

piece of music he wishes. This is a program whose potential is only beginning to be developed. With the encouragement of the Library of Congress, the National Braille Club, and local organizations, this work has the possibility of becoming much more highly organized and of attracting the interest of both transcribers and blind individuals. In order to emphasize the interest in this work for some people, I would like to tell you about the geographical distribution of our most recent class at the Music School. It consisted of five people—two commuted from Westchester County, north of New York City; one came from New Jersey; another drove down each week from Hartford, Connecticut; and the fifth travelled by train from Wilmington, Delaware—five transcribers from four states.

As an illustration of the importance of this work, let me cite the case of a young lady who was given the job of public school music teacher in an elementary school in Schenectady, New York, in the fall of 1960. She was the first blind person to receive such an appointment in the state. She needed immediately three song books in Braille, the material for fourth, fifth, and sixth grades. The books were sent to us and divided among our transcribers, and within a few weeks she was able to begin using them. Each book contained more than one thousand pages of Braille. Without having this material available for her, she would have found it nearly impossible to conduct her classes according to the prescribed syllabus. It is in such emergencies as this that one becomes keenly aware of the contribution of volunteers to our work as a whole.

There is occasionally, although much less often, the need to have this transcribing process reversed, that is, to have a print copy made from a Braille original. Dr. Charles Beetz, my predecessor at the Lighthouse, has had a number of compositions published, and the print manuscripts to be sent to the publisher

were copied from Braille. Such a transcriber must, of course, have a thorough knowledge of Braille music. There are not many blind composers about, but those who do exist must have available a transcriber with this ability or an emanuensis who is reliable and patient.

One group of individuals who are, in fact, more dependent upon volunteers than the totally blind are those with partial sight. These people, who so often feel themselves to be the step-children in work for the blind, have no central source to which they can turn for musical scores. Despite repeated efforts by the American Printing House for the Blind and by various private organizations to obtain permission from publishers to reproduce music in large print in quantity, the owners of the copyrights have held fast to their property. All music for these students must be copied by hand, and this is painstaking work requiring neatness and drawing ability. Yet, the partially sighted must have music, and it is more difficult to interest volunteers in this work than in Braille transcribing. People somehow prefer to do work for the totally blind, but it should be possible to convince them that this, too, is a much-needed service. It is likely in the future that some organization or public library will be in a position to build a collection of large-print music which will be available to the partially sighted throughout the United States. Although there is much that the volunteer can do in this field, the whole problem has thus far not been given much attention.

People who have a knowledge of music, but who do not feel inclined to do transcribing of one sort or another, may use their talent to perform additional services. If such a person reads aloud well and also plays the piano, he can put on tape books containing musical examples. Often requests are made to groups who do tape recording for biographies of composers or books on the history of music which include musical examples illustrating the text; or, these books might be recorded by two people, a reader and a player. Talking books have already been issued in this fashion.

A person not interested in transcribing might also dictate music to a blind person who makes his own Braille copy. Students,

teachers, and particularly choir directors often need material on short notice, and they cannot wait to send it away to a transcriber. If a person is able to read music, though he is not proficient at performing, he can learn to do this very quickly. This kind of volunteer is especially needed in small communities, and, since no long-term training is necessary, it should not be too difficult to persuade someone to undertake it.

Before completing this list of ways in which volunteers are contributing, I would like to mention a special project recently launched at the Lighthouse Music School in which they have played a significant part. In June the first issue of *Overtones*, a Braille music magazine, was completed and mailed to more than two hundred persons. This is a quarterly periodical of interest to laymen and professionals. The editor is assisted and read to by a volunteer who was for many years on the staff of *Musical America*. She is a person whose experience in music journalism and whose contacts with people in the field of music will be of inestimable service to the magazine as time goes on. The stereotyping has also been done to a great extent by a volunteer who has given many hours each week to the production of the plates for this first issue. We have been indeed fortunate to discover two people full of enthusiasm who are willing to be a part of this new enterprise.

Now what about the volunteers themselves and the attraction of this work for them? During the second week in May, the National Braille Club had its fifth annual meeting in New York. More than three hundred Braille transcribers came together to discuss their problems and to consider taking collective action on pertinent issues. It would be difficult for any outsider to believe that these women are as serious as they are about this work, but anyone who was with them for part of their conference would have been very much impressed with their zeal and dedication. These are perhaps strong words, applicable only to missionaries, but I assure you that these people are intensely professional about what they are doing. It was the group of music Braillists at these meetings, however, who were most eager to convince everyone

present that theirs was the most difficult work, but also the most rewarding. They were anxious to secure recruits to share in this challenge with them. This is only a small group of volunteers who have become organized, but there are thousands who are unorganized and just as dedicated to doing a good job. The fascinating thing is that these people do exist, and that they are willing to give of their time and energy simply for the satisfaction they derive from doing so.

Our chief concern is not with the psychic motivations behind volunteering, but rather with the fact that we have here a beautifully balanced exchange of human needs. The person who comes to us and says that he wants to read aloud or that he wants to learn to transcribe music into Braille really means it. He wishes, indeed, needs to be of service, and, if we know how to channel human resources, We can almost always find work for him that needs to be done. Only when the work is necessary does this exchange of needs have real value. "Made" work, artificially organized merely to keep people busy, is of no use to anyone. It gives neither the doer any satisfaction, nor the person supposedly being helped any benefit.

People take pride in their volunteer work as they do in participating in political campaigns, or taking part in any number of civic activities. For them, it is a way of giving for the well-being of mankind. It is my personal feeling that they do not crave effusive thanks; their satisfaction comes chiefly from realizing that what they have done has been of use to someone. They should, however, receive, a certain amount of recognition for their achievements, and we must never make the mistake of taking them for granted. Those volunteers who work with our organization often make valuable suggestions to us about ways in which we can improve our own work,

and we will do well to listen to them. They enjoy the privilege of being able to have their say without running the risk of being fired.

I would like to conclude by relating an incident which pointed up quite dramatically for me the spirit of the volunteer. Last spring I had occasion to engage a person to teach in our school for a few hours one day a week. The person who agreed to do this work was at the time receiving unemployment compensation. She came to me at the end of the first session and said she realized that her income would be reported, and that what she was earning was equal to her unemployment compensation for an entire day. She said that it was not worth her time to come to the school, since she could remain at home and receive the same amount of money. I thanked her politely and told her that if she felt that way we would not want her to continue. I was glad when we parted company. A few moments later, a volunteer, who spends two afternoons each week at our school, arrived for one of her regular appointments. My pleasure at seeing her was intensified by my experience a few moments earlier. I was thankful to have my faith in humanity, which had been momentarily shattered, restored to a proper balance.

I have concentrated upon merely one area in which volunteers are of considerable importance in work for the blind. There is much valuable human potential which needs to be, and ought to be, put to use, particularly in small communities where recruiting can be done through civic and religious organizations. A few hours spent in working with a volunteer group can be as interesting as a morning bridge party, and certainly more satisfying in the long run. I feel certain that we can attract an even larger number of volunteers to our work because of the needs it does satisfy for everyone involved.

## COOPERATION PLUS SKILLS EQUALS ENRICHMENT

### The Role of the National Braille Club, Inc., as an Organization for the Advancement of Volunteer Service for Blind People

Effie Lee Morris, President, National Braille Club, Inc.

Children's Specialist, Library for the Blind

The New York Public Library, New York, New York

Mr. Lorantos, thank you very much for that gracious introduction. Coming to Cleveland is indeed coming home for me.

The organization for which I speak today, ladies and gentlemen, helps to make possible for the visually handicapped all the activities described by the speakers who have preceded me. I thank them, and especially Mr. Bennette, for the splendid tribute he has paid to the National Braille Club. I do appreciate being last on the program, for one of the things every woman enjoys is having the last word!

It is a pleasure to participate in this Thirty-sixth Annual Convention of the American Association of Workers for the Blind to bring you information about the National Braille Club, Inc. The theme of our Fifth National Conference "Cooperation + Skills = Enrichment" is the basis for my talk, as these words embody a great part of the philosophy underlying the National Braille Club, Inc.

Though there is much to tell about this dynamic organization and a mere recital of facts gives no indication of the work behind their efforts, I shall endeavor to be brief. However, as the storyteller told the king "Your majesty, I cannot tell you the end until I tell you the beginning . . ." I begin at the beginning.

The National Braille Club, Inc., had its beginning in New York City in 1946 appropriately enough on January 4, the anniversary of Louis Braille's birth. Members, then as well as now, were men and women who were interested in being of service to their fellow men. They had discovered the challenge that transcribing Braille provides and the satisfaction of knowing that, while transcribing is an activity which enriches the lives of others, in return it makes one's own life more meaningful.

These volunteers and the later recruits are unpaid workers who are highly paid in personal satisfaction. They work with their hearts as well as their hands and recognize that the most gratifying work is in serving others. They are enthusiastic, dedicated, and skilled. They are older men and women, middle-aged men and women with growing children, young mothers with young children, men and women in the midst of their careers. They are drawn from the ranks of religious groups, women's clubs, business firms, parents of blind children—and from the prisons. They have graduated from high schools, colleges and universities, vocational schools, and from the school of experience. They are both blind and sighted.

Members who work professionally with the blind are educators and teachers, librarians, publishers, administrators, social workers, and any persons interested in books and other reading materials. The good relationship developing between these two groups at the outset has paved the way for unusual cooperation and significant contributions, as opportunities were provided for understanding the viewpoints of both groups. It is impossible to name all those who have influenced the growth and development of the organization. To omit their names does not minimize their effectiveness; the list is simply too long. Under the leadership of the early officers, basic programs were developed which are still in effect. Bernard Krebs stimulated the production of college-level textbooks, provided opportunities for volunteers to meet and know blind people, and initiated the system of award pins as a token of appreciation for the great contributions. Josephine L. Taylor organized special committees to work on special problems and developed the first national con-

ference. Georgie Lee Abel stimulated national growth and planned the successful 1960 Chicago Conference which was the first held outside the New York area.

Continuing the work of these predecessors, the present officers have assumed that volunteers like books. We have therefore explored the world of books and publishing, while also working on internal affairs.

The National Braille Club stands today as a unique organization, broad in membership and united for the specific purpose of advancing and coordinating volunteer services in the production, distribution, and use of books and reading materials in Braille, large type, and on sound recordings. The 1,916 members in 45 states, District of Columbia, Mexico, Canada, Bermuda and Sweden (an increase of 600 in the past year) are interested in giving direct services to visually handicapped people, and in having the tools and techniques which permit them to do the best work.

Volunteers learn Braille through correspondence courses from the Library of Congress, from community agencies for the blind, or through certified teachers in groups organized for the purpose. They are then available for one of the primary activities of volunteers—the production of textbooks and school materials for the increasing numbers of visually handicapped children in the public schools. Because of the remarkable achievements of the volunteers in producing the great variety of materials needed, these children can now hope to have the same equipment as their sighted classmates.

Another important activity is the production of hand-copied books for the Library of Congress and many of the regional libraries. To the inestimable value of this service I offer personal testimony. Four years ago when I was appointed Children's Specialist at the Library for the Blind of the New York Public Library I was immediately aware of the great need for Braille books which had not yet or could not be supplied by the Library of Congress. The volunteers immediately rallied and have produced on request over 500 titles which doubles the size of the juvenile collection.

Braille music, about which Mr. Bennette has spoken so informatively, is produced for the

collections in the Library of Congress and various agencies and schools.

As an additional service, volunteers produce special materials requested by individuals for their personal use. Many of you in this audience have used transcriptions by volunteers.

Though many members are devoting their energies to the production of materials in recorded form and in large type, it is for the Braille transcriber that the most aids have been developed at the present time.

The Committee on Mathematical and Scientific Notation is one of the most successful and productive. Under the chairmanship of Mrs. A. B. Clark, Jr., and with the cooperation of Abraham Nemeth, this committee has developed an *ALPHABETICAL INDEX TO THE 1956 NEMETH CODE OF BRAILLE MATHEMATICS* as well as a *REFERENCE LIST OF SYMBOLS* for all grades of mathematics, physics, and chemistry. Both of these publications are available in ink-print and Braille editions. This group has also produced *THE NATIONAL BRAILLE CLUB MATHEMATICAL TABLES* (Four-place Trigonometric Tables, Tables of Powers and Roots) in Braille and ink-print editions. Another valuable aid developed is the ink-print training manual for arithmetic. Recently completed is the ink-print edition of *MATHEMATICAL CODES AND NEMETH CODE SYMBOLS* for which the Braille edition is now in preparation. The American Printing House for the Blind makes these materials available in the Braille editions. The achievements of this remarkable group are outstanding contributions. A bald recital of the titles of these sorely needed manuals telescopes the hours of testing and refining and testing which lie behind these publications.

It is this committee which is working with the Advisory Committee on Mathematical and Scientific Notation of the Braille Authority and Abraham Nemeth in the development of a standard code for mathematics and science. The National Braille Club proudly contributes one-half of the cost of this project as the result of a special grant. We view this endeavor as one of the finest examples of co-operation to speed the conclusion of materials needed by students.

In another area, a manual for the use of

foreign language transcribers has been produced by the Foreign Language Committee.

To give further assistance, to individuals, the chairmen of the two above-mentioned committees endeavor to answer individual questions submitted to them.

Other committees in special fields are being developed as rapidly as possible. The Recordings Committee is working on a manual. The Music Committee will undertake special projects. The Bindery Committee has just compiled a list of binderies throughout the country. These services will be available to the members.

I have spoken of the committee work in special fields. I would now like to call to your attention other activities on the national level. The Corresponding Secretary maintains a geographic file classified by the skills of the members. This file is consulted when a transcriber is needed for a special skill or in a specific part of the country. This service has great possibilities but, as it becomes better known and used, it will have to be studied and expanded and highly organized.

To keep the membership informed a *Bulletin* is published three times a year. This publication carries news notes, information on new developments, and regular columns contributed by the Library of Congress, the American Printing House, the Chairman of the Braille Authority, and the Chairmen of the Recording, Foreign Languages, and Mathematical and Scientific Notation Committees. At one time, the *Bulletin* carried a list of the transcribers' names and the books they produced. This information was sent to the editor as a basis for determining eligibility for Merit Awards. Members, however, began using this information and sent requests to the Editor for help in locating books and eliminating needless duplication. The constant requests pointed up the need for an effective clearing house. These files were deposited at the American Printing House in an attempt to help develop the Central Catalog of Hand-copied Titles.

A new approach to the clearing-house problem has been based upon the requests for permission to reproduce print books in other media. As no books should be produced without permission, volunteers have sent numerous

requests to the various textbook publishers. The attempt to coordinate this phase of the work gave rise to a one-year experiment in which the Library of Congress and Recording for the Blind, Inc., were granted a blanket copyright clearance on textbooks published by members of the American Textbook Publishers Institute. Volunteers producing these books in Braille or by recording were then instructed to obtain permission from the agencies. This experiment worked so well that in January, 1962, the arrangement was extended, the American Printing House was included in the clearance and a new system of reporting was developed. These new reports are forming the Central Catalog of Volunteer-Produced Textbooks maintained at the American Printing House. For granting this permission, the National Braille Club presented a certificate of appreciation to the American Textbook Publishers Institute during the Fifth National Conference in May, 1962. This forward step was possible because of cooperation between agencies. The National Braille Club was pleased to have a part in bringing about these developments.

Mention of the Fifth National Conference brings comment on these important conventions which volunteers attend at their own expense to obtain answers to specific questions, to participate in workshop discussions, and to attend general sessions. Over 500 persons contributed to the suggestions which will appear in printed PROCEEDINGS this fall. These PROCEEDINGS issued after each conference provide an excellent source of information for members who cannot be present.

For the majority of members who cannot attend our October and January meetings, the procedure of making tape recordings of the meetings available has been instituted. Though minutes are published, it has been felt that circulation of these tapes will help to develop a greater feeling of participation in the organization.

To promote a deeper sense of belonging, membership insignia are made available to any member in good standing who has been a member for at least one year. To recognize services rendered, Merit Award pins are provided. Qualifications are established for the different types of services. A Braillist, for

example, must be certified by the Library of Congress, have completed 2,500 pages of Braille, and meet membership requirements to be eligible for the first award. Requirements for special services and recorders are computed on the basis of hours. These pins represent an invaluable contribution of service and are worn with pride.

Through this national organization, transcribers have developed an identity as a cohesive unit and have become a source to which the general public can turn for information on a worthwhile avocation. As a result of an article on transcribing in the October, 1961 issue of *Coronet* magazine, over 600 letters of inquiry have so far been received. All correspondence is being answered by the very active Public Relations Committee, and new workers are joining the field.

As the organization has become better known, and has grown rapidly nationally and internationally, it has become necessary to revise the By-laws to allow for more membership participation, to develop a Special Projects Committee, to establish a Legislative Committee, and to begin work on an Information File which will contain information on tools and equipment, instruction manuals, catalogs and local listings, and other resources helpful in producing better materials.

We have established a Special Study Committee to examine our name, our philosophy, our policies, our practices and to determine ways we can function more effectively on the national level. Like all organizations in this era of change, we too have many problems. We are still too loosely knit. Well-meaning but independent action on the part of some of our members can cause unforeseen difficulties. Our many services are supported by small annual dues and great personal sacrifices. As these services increase, so will their costs. We must soon reexamine our financial structure.

The National Braille Club has a unique role to play in the field of work with the blind. We have our own particular niche in which we make our own particular contribution. We hope to learn more about other organizations and agencies and would like to know that this works both ways. We now hold memberships in the American Association of Instructors of

the Blind and the American Association of Workers for the Blind, and our members serve on committees appointed by the Braille Authority. We are pleased that active members of these organizations and other agencies hold offices, serve on the Board of Directors and on committees of the National Braille Club.

We offer a vital and necessary service, and we have not yet begun to realize our full potential. We can experiment, we can pioneer in special fields, we can act as a sounding board, we can act as a catalyst to stimulate new ideas. We are letter writers and questioners who seek the answer to problems in transcribing and recording and producing large print —problems that pose no easy solutions.

We are deeply concerned over needless and wasteful duplication. We are concerned about the quality of materials being produced. We are concerned about effective communication. We would wish for more coordination on the national level among all agencies. We are interested in and offer our support to research. We are especially interested in research in the area of tactual reproduction of charts, graphs, illustrations and the like.

We offer our services to those who need materials not available from any other source — whether they are in public schools, residential schools, vocational schools, colleges and universities, libraries or whether they are requested for their individual use. Continued cooperation with professional agencies and organizations and with each other, plus the development of skills and techniques, will, indeed, make enrichment possible.

Cooperation + Skills = Enrichment for Blind Persons. It also means enrichment for the volunteer and professional worker. My small role in the development of the National Braille Club has been a rich and rewarding experience.

By the time of the Sixth National Conference which will be held in Washington, D.C., in May, 1963, with the Library of Congress as host, we shall have solved some problems, continued to work on the same old ones, and discovered others.

To quote from Georgie Lee Abel's report in the PROCEEDINGS OF THE FOURTH NATIONAL CONFERENCE:

"As the skilled transcribers and professional workers continue to produce and locate books and other technical materials, they contribute specifically to the knowledge and culture of people who, because of these contributions, will have more to contribute to society."

I close with the quotation from Antoine St. Exupery's **THE LITTLE PRINCE**, which I think so well typifies the spirit of the volunteers — "it is only with the heart that one sees rightly. What is essential is invisible to the eyes".

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## MINUTES OF 1962 CONVENTION

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The Thirty-sixth Convention of the American Association of Workers for the Blind was convened in Cleveland, Ohio, at the Pick-Carter Hotel, beginning at 8:00 p.m., Sunday, July 8, 1962. The Opening Session (for papers and reports, see pages 1-10) was followed by an informal reception sponsored by the Host Committee.

There were four General Sessions of the Convention (for papers, see pages 1-44 and 62-106), plus one Special Session comprising a presentation of the "Anne Sullivan Macy Service for Deaf-blind Persons" (see pages 45-61). The Membership Luncheon (see pages 140-147), and the Ambrose M. Shotwell Memorial Banquet (see pages 148-153), were held, respectively, on Monday, July 9, and the evening of July 12.

The organizational meetings of the six new Special Interest Groups, as designated by the new Constitution and By-laws adopted at the 1961 Convention, were convened, beginning at 2:15 p.m., on Monday afternoon, July 9, for the purpose of election of officers (Chairman and Secretary), for the 1962-63 year, plus Group Representatives on the General Program Committee for the 1963 Convention. (See pages 247-9, for members so elected). The remainder of Monday afternoon and evening was devoted to individual Special Interest Group meetings (see pages 154-173, for papers). An Open Forum discussion on Braille was offered to the membership on the evening of July 10, by the AAIB-AAWB Braille Authority.

The three Business Sessions of the membership were held on the afternoon of July 10, and the mornings of July 12 and 13, as follows:

### First Business Session:

This session, chaired by Miss Marjorie S. Hooper, President-elect, consisted of the Reports of the AAIB-AAWB Braille Authority, the Legislative Committee, and Committee on Administrative Structure and Fiscal Control.

(For the reports as adopted, see pages 113-116, 123-128, and 116-117). As a part of the Report of the Legislative Committee, a first reading was given of a "Statement of Principles and Policies of the AAWB on Services and Benefits to Blind and Visually Impaired Persons," which was subsequently presented to the membership of the Resolutions Committee for adoption on Thursday, July 12.

### Second Business Session:

The Second Business Session was chaired by President Jake Jacobson. The first half of the program consisted of reports from international and national organizations and agencies (see pages 131-139), followed by the Reports of the Ethics Committee, Ethics Study Committee, and Resolutions Committee, (see pages 117-119, 119-122, and 130) the first two being adopted without discussion.

The three resolutions comprising the Report of the Resolutions Committee were presented individually, the first two being adopted unanimously without discussion. The third resolution, comprising the "Statement of Principles and Policies of the AAWB on Services and Benefits to Blind and Visually Impaired Persons," met with the general approval and appreciation of the membership as meeting a real need for a policy statement for the Association. Time was given for explanation, interpretation and discussion of all facets of the statement, with only one amendment being approved as follows:

Upon motion of Mrs. Juliet Bindt, duly seconded, it was voted that a sentence be added, under the section on "Standards of Service," to the effect that "Public relations and fund-raising should be conducted so as to portray a dignified image of the blind person."

With this amendment, the resolution was unanimously adopted as printed on pages 182-186.

In accordance with constitutional provision, Mr. Gordon L. Joyner, Chairman of the

Nominating Committee, presented the following slate of officers for election for the next year, which slate had duly been presented at the end of the first General Session on Monday, July 9:

Mr. Louis H. Rives, Jr., Corporate Secretary  
Mr. Geo. Werntz, Jr., Corporate Treasurer

There being no nominations from the floor for either post, these gentlemen were re-elected to their respective positions for a one-year term.

President Jacobson then explained to the membership the need to elect a full complement of five members to the Ethics Committee, i.e., Mr. Voorhees term was expiring automatically, Mr. Harshbarger (elected for five years in 1961) had found it necessary to resign, and the terms of the other three members (Mr. Green, Miss Hooper, and Mr. Jahoda), had been made in 1961 by presidential appointment for one year only.

On behalf of the Board of Directors, Mr. Jacobson began the presentation of the names of the slate of members of the Committee for election, starting with that of Mr. Arthur L. Voorhees for a term of five years. Nominations were then opened to the floor. Mr. H. Smith Shumway, duly seconded, nominated Mr. William J. Ferrell. Mr. Jacobson thereupon explained that the name of Mr. Ferrell was included among the other four people to be presented by the Board for election. Mr. Shumway asked that his nomination stand, and the resulting vote reelected Mr. Voorhees for a five-year term.

The names, and proposed terms of office, of the other four members were then presented:

Mr. Milton A. Jahoda, for four years  
Mr. Britt L. Green, for three years  
Mr. McAllister C. Upshaw, for two years  
Mr. William J. Ferrell, for one year

There being no nominations from the floor for any of the four terms, upon motion of Dr. Francis J. Cummings, duly seconded, the entire remaining slate was unanimously elected.

#### Third Business Session:

The Third Business Session, chaired by President Jacobson, was opened with Reports

from the Home Teacher Certification Committee, Necrology Committee, Treasurer, and Board of Directors, all of which reports were duly adopted (see pages 122-123, 129, 110-112, and 110, for reports).

#### NOTES:

1. Following the adoption of the Report of the Home Teacher Certification Committee, Mr. Harold Richterman asked whether the report presented was the total report of the Committee, or whether it was a revision of a much larger original report. Upon assurance by Mrs. Sarah Wallace, member of the Committee, that the only change made from the original report was in the qualifications for certification in the United States, President Jacobson instructed that the Report as read be published in the printed PROCEEDINGS.

2. Following the reading of the Treasurer's Report, President Jacobson answered a question from the floor by stating that the financial condition of the organization, in the opinion of the Board of Directors, did not yet warrant funding of Life Membership fees, but that it was hoped to accomplish this gradually in the next few years. Only income earned on Life Memberships will, therefore, be available for operations.

Another floor question concerned expense items for the AAIB-AAWB Braille Authority. Miss Marjorie S. Hooper, as a member of the Authority, asked to reply for the President, stating that the funds provided jointly by the AAIB and AAWB are used solely for the expenses of advisory committees and consultants working on special facets of the Authority's work, and that no part is used for payment of the travel or expenses of the Authority members themselves, such expenses being financed by the agencies which employ the Authority members. Miss Hooper further stated that the reason the AAIB and AAWB are assuming the cost of financing the advisory committees of the Braille Authority is because the Authority itself exists only as the appointed agent of the two Associations, which together are the final authority on matters of Braille in the United States.

The meeting was then thrown open for the presentation of invitations for future conventions (beyond 1963 and 1964, invitations for

which had been accepted by previous conventions for Seattle, Washington, and New York City respectively). Mr. Claude Tynar, State Supervisor of Services for the Blind in Denver, Colorado, presented an invitation for 1965, complete with information as to hotel prices, etc. Upon motion of Dr. Norman Yoder, seconded by Mr. Fuller Hale, the invitation was unanimously accepted.

Miss Marjorie S. Hooper, Braille and Large Type Editor of the American Printing House for the Blind, Louisville, Kentucky, presented an invitation for 1966 on behalf of the Printing House. Upon motion of Miss Myrtle Wells, seconded by Miss Viola Ladener, the invitation was unanimously accepted. Dr. Norman Yoder thereupon moved that the invitation be accepted on the basis that the Executive Secretary investigate with the proper authorities in Louisville concerning hotel rates and facilities which would be acceptable. This motion was duly seconded and passed.

Mr. A. N. Magill, Managing Director of the Canadian National Institute for the Blind, Toronto, Ontario, then presented an invita-

tion for 1968, on the occasion of the 50th anniversary of the founding of the Institute, to be held at the Royal York Hotel, where the 1937 Convention of the Association had been held with much success. Upon motion of Mr. Fuller Hale, duly seconded, the invitation was approved by acclamation.

Mr. Jacobson reported that an invitation from the Chamber of Commerce of Portland, Oregon, had been considered by the Board with the recommendation that a letter be sent to them expressing appreciation of the Association for their invitation, and with the thought that probably by the early 1970's we should like to take advantage of their hospitality.

Dr. Gordon Connor, Executive Secretary, then reported that there had been a total of 592 registered for the Convention.

There being no response for a request for further business from the floor, the 36th Convention was adjourned at 10:45 a.m., July 13, 1962.

Respectfully submitted,  
Louis H. Rives, Jr., Secretary

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# REPORTS OF BOARD OF DIRECTORS, TREASURER AND STANDING AND CONVENTION COMMITTEES

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## REPORT OF BOARD OF DIRECTORS

Gordon B. Connor, Ed.D., Executive Secretary

Of necessity, this will be a brief report of your Board of Directors.

At the meeting of your Board of Directors in Washington, D.C., on November 3, 1961, the resignation of Mr. Hulen C. Walker as Executive Secretary was accepted, and Louis H. Rives, Jr., the Corporate Secretary of the Association, was designated as Acting Executive Secretary. The Acting Executive Secretary was instructed to receive applications for the post of Executive Secretary, the applications then to be referred to the Executive Committee for selection. On February 22, Dr. Gordon B. Connor was appointed Executive Secretary effective, July 1, 1962.

As you know, your Board has been extremely active in terms of legislative affairs. You have already heard the report of the Legislative Committee, including the Statement of Principles and Policies of the American Association of Workers for the Blind.

You have heard a report on the affairs of the Home Teachers' Project.

The other project, which is being carried out jointly between the Federal Office of Vo-

cational Rehabilitation and the American Association of Workers for the Blind, we refer to as the Library Project. Just a brief report on the status of this project. In July 1961, the project was approved by the Office of Vocational Rehabilitation, Department of Health, Education, and Welfare, Washington, D.C., under the sponsorship of the American Association of Workers for the Blind. This project anticipates the compilation of an annotated and historical bibliography on the worldwide development of mankind's attitudes toward, and the care of, blind persons. The Project Director is Miss Isabella S. Diamond, who for 25 years was the Librarian with the United States Treasury Department at Washington.

It is to be hoped that material which will be helpful to all present and future workers in all fields of work with blind persons can be included in this annotation and bibliographical study.

Respectfully submitted,

Gordon B. Connor, Ed.D., Executive  
Secretary

## REPORT OF THE TREASURER

George Werntz, Jr., Treasurer, AAWB

Executive Vice-president, The Seeing Eye, Morristown, New Jersey

At our meeting in St. Louis last year, my worthy and esteemed predecessor, Mr. Philip Harrison of Harrisburg, Pennsylvania, pre-

sented on July 14 a report for a 12-month period ending June 30, 1961. Under the new Constitution, however, our fiscal year now

coincides with the calendar year. This in many ways is indeed a blessing, for whereas Mr. Harrison had only two weeks to prepare his report, we now have and will have in the future six months to prepare reports based on professional auditors' reports.

We have in our hands a fully audited statement of operations prepared by the Wash-

ington firm of certified public accountants, Bobys, Switkes, Noble, and Brotman. This audit, of course, covers only the last six months of 1961, July 1 through December 31 — sometimes referred to as the "lost six months," not the *last* six months but the *lost* six months. I wish to read to you the highlights of this statement. First is a statement of operations:

#### Statement of operations:

Cash in the bank July 1, 1961 .....	\$ 7,667.16
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#### RECEIPTS — AAWB operating account

Annual memberships .....	\$ 1,470.00
Life memberships .....	2,405.00
Sustaining and Agency memberships .....	7,832.50
Convention registration and exhibit space .....	297.50
Contributions .....	150.00
Host committee .....	308.00
Sales of Proceedings .....	101.34
Social functions .....	194.27
Redeposited expenses from operating account —	
returned by Mr. Hulen C. Walker .....	447.00
Interest on U. S. Treasury bonds .....	50.15
Home Teacher certificates .....	1.00

Total receipts for the period .....	\$13,256.76
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In addition we received grants from the Office of Vocational Rehabilitation for two projects currently in progress under AAWB's direction: The Home Teachers' Project and the Library Project:

Home Teachers' Project .....	\$ 8,266.68
Library Project .....	20,480.00
	\$28,746.68

Total funds available, including cash balance carried over .....	\$49,670.60
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#### DISBURSEMENTS against this six months ended December 30, 1961 are as follows:

Gross salaries in AAWB account .....	\$ 4,133.32
Travel .....	1,566.25
Rent .....	234.57
Telephone .....	326.05
Publications .....	583.50
Office supplies .....	534.94
AAIB-AAWB Braille Authority .....	500.00
Presidential expenses .....	450.00
Assurety bonds .....	375.00
Payroll taxes .....	41.00
Postage and express .....	136.80
Convention booths .....	276.50
Retirement and Social Security .....	172.90
Miscellaneous .....	10.26

Total expenses in AAWB operations .....	\$ 9,341.09
Total spent in projects .....	\$20,949.00
 Total all expenditures .....	 \$30,290.09
Compared with total funds available .....	49,670.60
 Cash in bank at end of six months ending December 31 .....	 \$19,380.51

When your new officers took over last year, it was necessary to prepare a budget for a six-month period already in progress. We estimated our expenses would be ..... \$29,810.00  
As we have reported above, expenses actually were ..... \$30,290.09  
For the period ending six months we can, therefore, report a solvency of ..... \$19,380.51

On a statement of assets and liabilities, our total assets and net worth are derived in this fashion. I read the statement of cash in the Union Trust Company of Washington, D.C.:

Cash .....	\$19,380.00
U. S. Treasury 2½% Treasury Bonds at face value .....	7,700.00
Estimated value of furniture and fixtures .....	4,000.00
 Total of .....	 \$31,080.10
Against which there are liabilities of .....	649.99
 Making the net worth of your organization on December 31, 1961 .....	 \$30,430.11

That concludes the report for the six-month period, but I think you would be interested to know just a brief estimate of our standing at the present time.

Your Board of Directors authorized and directed us to dispose of the 2½% Treasury bonds, which Mr. Rives and I did. They had not yet reached maturity so they were sold for \$7,246.00. That cash realized has been invested in a savings and loan account fully insured at 4¼% interest.

We are hoping to have during the coming year a quarterly financial statement made to our Board of Directors which will make the matter of reporting at the end of the year a much simpler task.

We have conservatively anticipated income for AAWB operations for this full fiscal year of \$26,210.00, based on membership primarily. For the first six months of this new fiscal year ending June 30, we had taken in \$13,893.00 for AAWB activities, just a little more than half of our anticipated income. We have also received from the Office of Vocational Rehabilitation toward the two special projects another \$20,542.00. Our total in-

come from all sources for the six-month period, therefore, is approximately \$34,500.

Our AAWB operating budget for the new fiscal year calls for expenditures of \$31,470.00 and at the half-way point we have spent a little more than one-third of that or \$11,276.00. But bear in mind, we have up to now been operating without an administrative head and without the many activities and expenses that a full-time administrator generates. Approximately \$37,000.00 will be spent on the research projects of which \$20,542.00 has already been expended. In one of the research projects, we receive our money in advance; in the other, we receive it after the fact, after we have performed the work we are contracted to do.

On June 30, 1962 we had in cash \$18,353.94, in the Federal Savings and Loan account \$7,227.51, in the petty cash account \$27.82, or total assets of \$25,609.27 for the first half of the fiscal year.

This concludes the reading of the Treasurer's report, Mr. President.

Respectfully submitted,  
George Werntz, Jr., Treasurer

## REPORT OF THE AAIB-AAWB BRAILLE AUTHORITY

Bernard M. Krebs, Chairman

Librarian, Jewish Guild for the Blind, New York, New York

The primary effort of the Braille Authority during the past year has been directed toward the establishment, development and guidance of advisory committees of specialists and experts versed in research techniques, tactful representations, and Braille code structuring. From the enthusiastic response to invitations to serve, it is apparent that workers with and for the blind fully recognize the importance of a far-reaching program of prescribing specific guide lines for the utilization of embossed matter as a vital social, cultural, educational, and economic tool.

Before entering upon a progress report, it is well to reemphasize that the authority on Braille in the United States rests with the AAIB and the AAWB, and that all final decisions for the adoption or rejection of the various Braille codes lies only with the two Associations. The Braille Authority acts as the agent of the Associations, and has been delegated responsibility for the orderly development of codes through research and study. Advisory Committees, responsible to the Braille Authority, have been organized to aid in the study of the music, mathematics and science codes; to develop standard textbook formats; to recommend areas of research; and to assist in the formulation and adoption of procedures and codes which would best meet the problems involved. By actively participating in the deliberations of the Advisory Committees, the Authority is enabled to keep abreast of the thinking and suggestions of its consultants, and, after due consideration, can more adequately approve recommendations for final adoption to the two Associations.

Despite pressures for quick decisions for the sake of expediency, the primary obligation of the Braille Authority is to base all recommendations upon serious, considered thinking and study or changes in or additions to existing or proposed codes or standard procedures. The problems being investigated are of long

standing, and their final, official resolution must result from scientific research and analysis of all known facets of any given problem. Although the same result may be accomplished in several ways, any code finally adopted should be based upon its effectiveness in communicating ideas and concepts to the "average" Braille reader and not to the inept or brilliant.

**Research.** Many existing procedures and codes have been brought into usage as the result of precedent and opinion without due regard for legibility or utility. In recognition of this fact, and as a supporting arm to all of its committees, the Authority has enlisted the council and aid of an outstanding group of administrators and research specialists who have accepted appointment to the Advisory Committee on Research.

Among the points to be studied in attempting to give the Braille reader access to the same information as is available to the sighted reader are: an examination of Braille and graphic configurations for legibility; principles for the development and standardization of Braille codes which are unambiguous and highly communicable; an examination of the perceptual factors in finger reading; and the study of techniques for teaching efficient tactful reading.

During the two sessions already convened, the Committee has defined its area of responsibility and has made important progress in designating research problems. As a code for technique is developed, it stands ready to prescribe the appropriate procedures for research and testing. It has also undertaken to establish a reference file of all completed, current, or contemplated research projects which relate to Braille codes or tactful reading.

The Advisory Committee on Research is comprised of:

Robert S. Bray, Chief, Division for the Blind, Library of Congress, Washington, D.C., *Chairman*

John W. Jones, Consultant on the Visually Handicapped, Office of Education, Dept. of HEW, Washington, D.C., *Secretary*

C. Warren Bledsoe, Assistant to Chief, Services to the Blind, OVR, Dept. of HEW, Washington, D.C.

Carl J. Davis, Head, Dept. of Psychology & Guidance, Perkins School for the Blind, Watertown, Mass.

Dr. Milton D. Graham, Director, Division of Research & Statistics, AFB, New York, N.Y.

Dr. Carson Y. Nolan, Director of Educational Research, APH, Louisville, Ky.

**Literary Braille.** A new advance in the literary Braille code has been achieved after two years of negotiations with the British Braille Practices Sub-Committee of the British National Uniform Type Committee, and the Braille Authority recommends to the Associations the adoption of the following four items for inclusion into this code:

1. The ditto sign should be represented in Braille by dot 5 followed by dot 2 in two consecutive cells. This sign should always be preceded and followed by one blank space.
2. The phonetic symbol for the schwa should be represented by the full cell of six dots followed by the letter "a".
3. The Braille sign to represent the French nasal N, for pronunciation, should be represented by the capitalized letter N.
4. Dot 2 should be used to introduce a Greek letter or a group of unspaced Greek letters which appear in literary context.

If these additions to the literary code are approved by the Associations, the Braille Authority would like, with the approval of the AAIB and AAWB, to issue a revision of the official literary code ENGLISH BRAILLE, AMERICAN EDITION—1959, including therein the 1960 Addendum of corrections and the above four new additions to the code.

As a continuing service to publishers, transcribers, and Braille readers, the Braille

Authority has made itself available for conventions, forums, and group meetings and has rendered interpretations of the rules of literary Braille to the field at large.

**Music.** At the request of the Advisory Committee on Braille Music Notation, the Division for the Blind of the Library of Congress has approved the inclusion in its services of the certification of Braille music transcribers. With the aid of the Music Advisory Committee, test material is being developed to be used for the examination upon which certification is to be based. The Library of Congress should be congratulated upon taking this invaluable step in assuring the highest standards for music Braille transcriptions.

A new, corrected edition of the REVISED INTERNATIONAL MANUAL OF BRAILLE MUSIC NOTATION, 1956 has been published by the American Printing House for the Blind. The Braille Authority recommends its approval for use as the official text on music notation for the United States.

The Advisory Committee on Braille Music Notation is comprised of:

Edward W. Jenkins, Music Department, Perkins School for the Blind, Watertown, Mass., *Chairman*

Mrs. Nelle H. Edwards, Head of Stereograph Department, American Printing House for the Blind, Louisville, Ky., *Secretary*

George G. Bennette, Director of The Light-house Music School, New York, N.Y.

Leonard J. Chard, Music Director, Michigan School for the Blind, Lansing, Mich.

Robert Robitaille, Music Consultant, Canadian National Institute for the Blind, Montreal, Que., Canada

L. W. Rodenberg, Illinois Braille and Sight Saving School, Jacksonville, Ill.

**Textbook Format.** The Advisory Committee on Textbook Format is engaged in examining all phases of ink-print presentation and format with a view to establishing clear and meaningful procedures which will assure standard techniques for reproduction into Braille. Principles are being drawn for the handling of two- and three-dimensional illus-

trations, tabular materials, diacritics, phonetics, references, notes, ink-print pagination, foreign languages, etc. The primary problem is to develop through study and research the most effective method of procedure which will be intelligible to the finger reader. As the work of this committee progresses, techniques will be established which will prove of real value in the education of blind people in both residential and integrated school systems. The Advisory Committee on Format is comprised of:

Dr. Doris L. Gray, Assistant Professor of Special Education, Graduate School of Education, Yeshiva University, New N.Y., *Chairman*

Dr. Carson Y. Nolan, Director of Educational Research, APH, Louisville, Ky., *Secretary*

Barney Mamet, Braille Proofreader, Private Tutor, Associated Blind, New York, N.Y.

Lorraine P. Murin, Teacher for the Visually Handicapped, Board of Education, Westport, Conn.

Mrs. Grace Napier, Itinerant Teacher of the Blind (on leave of absence), New Jersey Commission for the Blind, Newark, N.J.

Mrs. Virginia Sharoff, Coordinator of Transcribing Services, IHB, Brooklyn, N.Y.

Mrs. Theodore Stone, Former Co-Chairman of Transcribing Services, Johanna Bureau No. 9, United Order of True Sisters, Chicago, Ill.

**Mathematics and Science.** The Advisory Committee on Mathematics and Scientific Notation has spent considerable time in the investigation of all available materials in these fields in order to discover comparative strengths and weaknesses as well as to give adequate opportunity to advocates of competing systems, both here and abroad, to present their points of view. It was finally concluded that the Nemeth Code contained the soundest principles upon which the most effective code could be developed. The principles envisioned were: the logical development of the code from arithmetic through the sciences, expandability to provide the inclusion of new symbols in mathematics and the

sciences, accurate correlation of print and Braille representation, and maximum legibility.

The Committee then bent its efforts toward the preparation of a word-by-word draft of the arithmetic portion of the code. At the conclusion of the second full three-day period of work, it was brought to the realization that, because of the time available for meetings, the complete code would not be ready for testing for at least five years or longer under present procedures. After discussion with the Chairman of the National Braille Club Committee on Mathematics and Scientific Notation, a proposal was made to enlist the co-operation and assistance of this group to work in conjunction with the Advisory Committee on Mathematics of the Braille Authority. As part of the proposal, the Services of Mr. Abraham Nemeth, the originator of the Nemeth Code of Braille Mathematics, were to be engaged in drawing up the word-by-word provisions of a mathematics code which was to be developed on the basis of the study and recommendations of the Advisory Committee on Mathematics of the Braille Authority. Through formal agreement between the Executive Committee of the National Braille Club and the Braille Authority it was agreed:

1. That both committees would act jointly in directing the development of the code.
2. That a fund of \$1500 would be set up to pay Mr. Nemeth, half of which would be provided by the National Braille Club and half by the two Associations.
3. That the fund so established would be administered jointly by the Chairman of the Advisory Committee on Mathematics of the Braille Authority and the Chairman of the National Braille Club Committee on Mathematics and Scientific Notation.

Through this noteworthy program of co-operation, it is envisioned that the complete Braille mathematics and science codes can be fully developed and tested within a period of two years or less. The Braille Authority wishes to take this opportunity to express its appreciation to the National Braille Club for their outstanding cooperation and assistance in expediting the completion of these urgently needed codes.

The Advisory Committee on Mathematics and Scientific Notation is comprised of:

Dr. Robert E. Bruce, Teacher of Science and Mathematics, Virginia School for the Deaf and Blind, Staunton, Va., *Chairman*

Mrs. A. B. Clark, Chairman, Mathematics Committee of the National Braille Club, Inc., Butler, N.J.

Paul C. Mitchell, Assistant Principal, New York Institute for the Education of the Blind, New York, N.Y.

Abraham Nemeth, Instructor of Mathematics, Detroit University, Detroit, Mich.

Kenneth R. Ingham, Graduate Student, Massachusetts Institute of Technology, Cambridge, Mass.

Earl Nickerson, Graduate Student, Massachusetts Institute of Technology, Cambridge, Mass

The tasks assigned to the Braille Authority can be brought to completion only through the assistance and cooperation of agencies and individuals with the capacity to contribute knowledge and support. The members of the Braille Authority welcome this opportunity on behalf of themselves and the Associations to express deepest gratitude to those who have already given so willingly of their time and experience.

Respectfully submitted,

Bernard M. Krebs, *Chairman*

Maxine B. Dorf, *Co-Chairman*

Marjorie S. Hooper, *Secretary-Treasurer*

## REPORT OF THE COMMITTEE ON ADMINISTRATIVE STRUCTURE AND FISCAL CONTROL

Allan W. Sherman, *Chairman*  
Executive Director, New York Association for the Blind  
New York, New York

The committee which rewrote the Constitution and By-laws of the Association which you approved last year in St. Louis, and under which you are now operating, has continued to work this year, but at a markedly reduced pace. We have had much correspondence among members, but we have had only two meetings this year, one on April 23rd and one on July 9th.

At our meeting on April 23rd, we discussed various aspects of the new organization in action. There are problems of organization to be resolved, difficulties with groups to be worked out, but it is the Committee's considered judgment that, given time and sound direction by our Executive Secretary, these specifics will be worked out.

We discussed possible modifications to provide a plan of regional groupings and meetings. After considerable exploration, we decided to make no recommendations at this time for a plan for regional meetings. We feel that there is a need for such meetings and that there is a real interest in them. There

are problems which have to be worked out, and there needs to be expression through groups concerning regional meetings and the development of affiliated local, state or regional groups. The Committee recommends that further consideration of a regional plan of organization be given during the coming year by the Association, and with the assistance of the Executive Secretary and in a manner to be determined by the President and the Board of Directors.

At the last convention meeting in St. Louis, Mr. Shumway of Wyoming presented a resolution to the Association which suggested that financing of AAWB be accomplished by allocating to it a certain percentage of funds raised by the American Foundation for the Blind through its national fund-raising campaign. The Resolutions Committee referred this matter to the Committee on Structure and Fiscal Control.

This plan was given very careful consideration by our Committee. After discussion, the idea of such a financing plan was rejected by

the Committee for what it considered sound and reasoned judgments. We felt that AAWB should not be financed by a single organization and that its base of support should be much broader. The Committee felt that such a financing plan would place the Association in a position of dependency, financially and policy-wise, which would deprive the Association of its right to act independently and to pursue a course of action which might be contrary to its single benefactor's policies and commitments. Therefore, we hereby refer this resolution back to the Resolutions Committee with the recommendation that this plan not be given further consideration.

Now having completed the charge given to it by the President of the Association two years ago, following the Miami Convention, the Committee requests that it be dismissed. We hope that we have served the Associa-

tion well, and that a sound base has been laid for future growth and development of the Association. Members of our Committee stand ready to assist in interpreting the new Constitution and By-laws, and we, together or individually, stand ready to work on these or related matters at the request of the Board of Directors or the President.

Respectfully submitted,

Allan W. Sherman, *Chairman*  
M. Robert Barnett  
Reverend Thomas J. Carroll  
Francis J. Cummings, Ph.D.  
Howard H. Hanson  
Marjorie S. Hooper  
Arthur N. Magill  
Louis H. Rives, Jr.  
Mrs. Geraldine Rougagnac  
Peter J. Salmon, LL.D.  
H. A. Wood

## REPORT OF ETHICS COMMITTEE

Arthur L. Voorhees, Chairman

Program Specialist in Vocational and Rehabilitation Services  
American Foundation for the Blind  
New York, New York

The past year has been an extremely busy one for the Ethics Committee. Two meetings, with 100 per cent attendance, were held for the purpose of reviewing and acting upon applications for the Seal of Good Practice. One meeting was held in Washington, D. C., for two days in order that the three new members of the Committee might have an opportunity to become thoroughly acquainted with the application review procedure and the functioning of the Committee.

We are deeply gratified to have been invited to participate in the two meetings of the Ethics Study Committee. Four of us attended the first meeting in Chicago and three of us attended the second meeting with the Board of Directors in New York. At each meeting we were privileged to have an opportunity to share in all of the discussions. Consequently, we feel that the Report of the Ethics Study Committee reflects the thinking of the Ethics

Committee. We wholeheartedly endorse that Report and hope that the membership of the Association will not only accept it but will see fit to act favorably upon the recommendations.

We must all realize the limitations which the provisions of the Code impose upon the Ethics Committee. Further, it is essential that the membership appreciates the fact that the lack of time and money precludes on-the-spot observation of the operation of certain agencies and organizations whose conformity to the Code may be in question. Therefore, the Committee must rely largely on the information contained in the applications for the Seal of Good Practice.

Although last year's Report indicated that four new members would have to be elected to the Ethics Committee, your Chairman prevailed upon Miss Hooper to serve for one more year. While her acceptance at the time

was recognized to be a real sacrifice on her part, the subsequent administrative changes in our Washington office made her membership on the Committee even more important than was originally anticipated. We all owe our deep gratitude to Miss Hooper for her yeoman service.

Last year a series of unavoidable and unfortunate circumstances made it necessary to appoint three members to the Ethics Committee, each for a term of one year. In addition, because of personal reasons and the difficulty of receiving permission for out-of-state travel, Mr. Harshbarger found it necessary to resign from the Committee. Consequently, later this morning you will be asked to elect five persons to membership on the Committee for terms varying from one to five years. Since the work of this Committee is so directly involved with the maintenance and improvement of standards for providing services to the blind persons, it is urged that your choice be made after very careful deliberation.

As Chairman of the Ethics Committee, may I take this opportunity to thank all of the members for the splendid cooperation which was accorded me during the past year. I hope that after this year's election the stability of

the Committee membership will be reestablished.

For your information, a tabular report is attached of the disposition of this year's applications for the Seal of Good Practice. In summary, a total of 34 applications were reviewed:

- 3 new applications were approved
- 26 renewal applications were approved
- 1 new application was disapproved
- 1 renewal application was disapproved
- 1 new application was withdrawn
- 2 renewal applications are awaiting final decision.

Finally, I would like to thank all of you for the many courtesies that you have extended to me while I have been a member of the Committee. It has been a privilege to work for and with you.

Respectfully submitted,  
 Arthur L. Voorhees, *Chairman*  
 Marjorie S. Hooper, *Secretary*  
 Britt L. Green  
 V. S. Harshbarger  
 Milton A. Jahoda

#### DISPOSITION OF APPLICATIONS FOR SEAL OF GOOD PRACTICE

##### 8th Year Renewals (3)

American Foundation for the Blind  
 American Printing House for the Blind  
 Chicago Lighthouse for the Blind

##### 7th Year Renewals (5)

PAB Blair Centre  
 Cincinnati Association for the Blind  
 Guide Dogs for the Blind  
 Industrial Home for the Blind  
 Jewish Guild for the Blind

##### 6th Year Renewals (4)

Allen County (Indiana) League for the Blind  
 Canadian National Institute for the Blind  
 Cleveland Society for the Blind  
 John Milton Society, New York

##### 5th Year Renewals (5)

Arkansas Enterprises for the Blind  
 Connecticut Board of Education of the Blind  
 Florida Council for the Blind  
 Second Sight Guide-Dog Foundation for the Blind  
 Youngstown Society for the Blind

##### 4th Year Renewals (5)

Blinded Veterans Association  
 Christian Record Benevolent Association  
 Delaware Commission for the Blind  
 PAB Hazleton Branch  
 North Carolina Commission for the Blind

##### 3rd Year Renewals (1)

Guiding Eyes for the Blind

**2nd Year Renewals (3)**

Houston-Harris County (Texas) Lighthouse  
Library of Congress, Division for the Blind  
Volunteer Services for the Blind,  
Philadelphia

**New Applications — Approved (3)**

American Foundation for Overseas Blind  
Mecklenburg County Association for the  
Blind

New Hampshire Association for the Blind

*New Application — Disapproved (1)*

*Renewal Application — Disapproved (1)*

*New Application — Withdrawn (1)*

*Renewal Applications Awaiting Final Deci-  
sions (2)*

## REPORT OF THE CODE OF ETHICS STUDY COMMITTEE

McAllister C. Upshaw, Chairman

Director, Metropolitan Society for the Blind  
Detroit, Michigan

### Background Summary

The Seal of Good Practice of the American Association of Workers for the Blind was first adopted in the 1953 convention. It was an important step forward in that it introduced self-examination and Association approval in the areas of board member representation, fund-raising practices, and public relations programs. There have been significant and meaningful developments in the practices of agencies as the Code has been interpreted. The Code of Ethics has been amended significantly as AAWB reviewed the Code from year to year.

It is presently apparent that the nature of the Seal is misleading. An endorsement or seal of good practice is assumed to represent:

A. Assurance to the public of the endorsed agency's merit to receive community support;

B. Assurance to community agencies of the character of services provided to the group served;

C. Assurance to persons served that the needs and rights of individuals are met in keeping with professional principles and standards;

D. Assurance and reminder that these principles, standards, and services are regularly reevaluated and improved.

The American Association of Workers for the Blind recognized that the Seal of Good Practice was initiated for these purposes, and that the minimal goals which the Code of Ethics currently describes were not sufficient. In annual convention at Bal Harbor, Miami Beach, Florida, in 1960, AAWB created a committee to subject the Code to searching review and positive reconstruction. This Committee reported progress to the annual convention at St. Louis in 1961.

In October, 1961, the American Foundation for the Blind had announced its intention to study the question of accreditation and to suggest a plan whereby a program of review and accreditation might be initiated in work serving blind people. Accreditation, or the setting of requirements for membership in national organizations has proven its value in education, health care, and social welfare. Both accreditation and membership procedures are similar in their broad objectives, in the factors to be evaluated and methods of doing so; sometimes the concepts and terms "accreditation" and "membership requirement system" are used interchangeably.

Several techniques for accreditation were described in the 1961 report of this Committee. It is clear that accreditation involves a voluntary program of self-examination, acceptance of the principle of objective review

under generally understood and appreciated principles and standards of service, and commitment to work for service improvement within the areas of these principles and standards, as well as continuing effort to refine and develop the basic premises themselves.

#### Review of Committee's Work in 1962 and Its Recommendations

As the Committee met in Chicago in February, 1962, it adopted and considered the following:

- I. Definition of the Study Committee's limits, reviewing:
  - A. The charge to, and function of, the Committee.
  - B. Some accreditation systems in other fields.
    1. Is it within the scope of this Committee to plan toward a comprehensive Code of Ethics which will define standards to be met for accreditation?
    2. Does the AAWB provide appropriate, adequate structure to establish and maintain a meaningful register of agencies certified on a basis of their own confirmations, to meet a complex of defined minimum standards?
  - C. Definition of criteria for administering body.
    1. Professional capacity and integrity
    2. Recognized authority
    3. Physical competence and financial responsibility
    4. Structure for coordination
- II. A proposal by the American Foundation for the Blind to study possible accreditation of agencies serving blind persons.
  - A. Accreditation as a goal of welfare services.
  - B. Components of accreditation
    1. Standards and criteria
    2. Basic objectives
    3. Factors to be appraised
    4. Methods and procedures
    5. Advantages

#### C. Next steps in the study

1. Research to coordinate presently available principles and standards, one year with budget of \$35,000;
2. Develop self-study instruments for experimental use by agencies seeking accreditation, two years with budget of \$300,000.

III. If accreditation is the agreed goal: Can this Committee, with its limitation of time and resources, comprehensively define minimum standards in the form of a code useful to the organization administering the process? Such definition should include:

- A. Basic Areas:
  1. Board
  2. Administration
  3. Staff
  4. Defined line of responsibility to community
  5. Identification of clients served on the basis of needs and other appropriate characteristics
- B. Special Services:
  1. Social casework and group work
  2. Rehabilitation center service
  3. Home training
  4. Low vision service
  5. Prevention of blindness and sight restoration
  6. Vocational rehabilitation, including sheltered workshop and placement, physical restoration, training
  7. Supplementary employment, such as food service stands
  8. Services to blind children and parents
  9. Publishing
  10. Referral and community coordination
  11. Social action and client representation
  12. Consultation and interpretation

**C. Organizational patterns:**

1. Structure
2. Function
3. Staff
4. Administration
5. Integration in and use of community

In the progress of discussion in these agenda and the American Foundation for the Blind proposal, it was recognized that there are many questions regarding the role of the American Foundation in the development of the study; it was also realized that there are presently no assumptions regarding probable answers to these questions. The questions include the following:

- A. What professional groups may participate; to what extent are there professional programs of accreditation which are already included in programs of agencies serving blind persons?
- B. How are standards to be coordinated or separated in multi-function agencies?
- C. How may the program be financed? By the agencies? The Office of Vocational Rehabilitation? The American Foundation for the Blind? Or a combination of these?
- D. What agency or organization will be responsible for administration of the program?

It was agreed, however, that no attempt should be made to predetermine answers to these and many other such questions; that they form a part of the planning for accreditation structure and can be best handled in recommendations growing out of a comprehensive study.

The name and structure of the agency or board is relatively unimportant—what is important is that work be done to improve and develop services in this and related fields.

**The Ethics Study Committee Respectfully Submits the Following Recommendations:**

- I. That the Code of Ethics as presently declared shall continue to be administered by the American Association of Workers for the Blind on the bases of board

member representation, public relations policies, and fund-raising practices.

- II. That, in view of the probable increase in postal rates during 1962, the Ethics Committee shall have the right to consult with the Executive Committee of the AAWB regarding specific situations in which the limitations on costs of fund-raising may be the only barrier to awarding the Seal of Good Practice; and that the Executive Committee shall have power to waive that requirement in the years 1962 and 1963.
- III. That the American Foundation for the Blind be commended for its awareness of the need to study accreditation, its willingness to enter into preliminary studies, and its competence to move ahead with development of a plan and basic instruments.

It was brought out with emphasis that, for organizations serving blind persons, the time seems overdue for planned effort to become a part of the larger social welfare fabric, at the national as well as the community level. To what extent will communities continue to support myriad agencies without unified, minimum requirements, more responsible checks and controls? In fund-raising appeals, some excellent representation is made of urgent needs, but is it really more effective always to address the emotions—always to make philanthropy rather than self-interest the basis of interpretation? The Committee emphasized its conviction that we are everyday closer to the time when the giving public will want to find easier access to satisfactory confirmation that resources already allocated are being used with maximum efficiency and effectiveness; that if accreditation is not structured from within our profession, sooner or later it will surely be imposed as a requirement, as a firm condition to continuation of support. It was therefore felt that accreditation is the very substance, not only of progress, but of survival. The Committee whole-heartedly recommends that the basic principle of improved standards of service and im-

provided quality of service as a condition of recognition should be endorsed.

IV. That, in view of the commendation of the American Foundation for the Blind's study of accreditation, and the hopefulness of the American Association of Workers for the Blind for success in these studies, the present Ethics Study Committee shall be discharged with ap-

proval of their studies to date.

Respectfully submitted,  
McAllister C. Upshaw, *Chairman*  
William O. McGill, *Secretary*  
Jesse Anderson  
Francis J. Cummings, Ph.D.  
Raymond M. Dickinson  
Alexander F. Handel, Ph.D.  
Marjorie S. Hooper  
Peter J. Salmon, LL.D.

## REPORT OF HOME TEACHERS CERTIFICATION COMMITTEE

Raymond M. Dickinson, Chairman  
Superintendent, Illinois Visually Handicapped Institute  
Chicago, Illinois

Since the last convention, the Home Teachers Certification Committee has held two meetings: one, in Chicago on April 17 and 18; one, in Cleveland on July 12, 1962. There were three major items of concern:

1. The review of Applications for Certification received.
2. Consideration of, and proposed changes outlined in, the qualifications and applications statement relating to certification.
3. Discussion of topics in connection with proposed plans for the developing of training resources for home teachers, implementing Miss Cosgrove's study of home teaching.

*First:* The Committee received and reviewed 17 applications for certification. Of these, 2 were approved for Home Teacher Specialists, 12 were approved for Certified Home Teachers, and 3 applications were held pending the receipt of additional clarifying information.

Those approved were the following:

### Certified Home Teacher

Irene Branham, Norfolk, Va.  
Edna Bueling, Ogden, Utah  
Mary Hilton, Los Angeles, Calif.  
Agnes Horn, B.C., Canada  
Sylvia Keller, Philadelphia, Pa.  
Edward Klafe, Philadelphia, Pa.

Charles Cauffman, Fargo, N.D.  
Casper LaRose, Lisle, Ill.  
Marjorie North, New Westminster, B.C., Canada  
Sally Austin, Miami, Fla.  
Ruth Williams, Albany, N.Y.  
Barrett Yank, Omaha, Nebr.

### Home Teacher Specialist

Florence Horton, Chicago, Ill.  
Lillian Rosenbom, Chicago, Ill.

*Second:* The Committee gave considerable thought to the standards for certification of home teachers in the United States and in Canada. When the last revision of these standards was made several years ago, it was felt by your Committee, at that time, that the statement of standards and qualifications should be so written that there would be included in a single comprehensive statement those standards and qualifications which applied in both the United States and Canada. In view of the implications of, and the efforts to provide, improved training facilities for home teachers in connection with the Cosgrove study, it was decided by your present Committee, after careful consideration, to set up individual statements of standards and qualifications as they apply in the United States and Canada. The new form for application, therefore, if approved by this Convention,

will contain: 1. A statement of those applying in the United States, and 2. A statement of those applying in Canada. To accomplish this, certain slight revisions were made in the introductory statement, indicating that the Board believes that a standard term should be used in both the United States and in Canada and that this standard term should be: "Certified Home Teacher". The qualification for certification would differ, however, in the United States and in Canada, but that, within the AAWB, all Certified Home Teachers would have equal rights and standing.

In the statement of qualification itself, the term "Certified Home Teacher Specialist" has been deleted. The qualifications for Certified Home Teachers in the United States would then read:

"To be eligible for AAWB certification as a Certified Home Teacher in the United States, evidence of the following requirements must be submitted by applicants from the United States:

"1. Candidates who already hold a certificate for Certified Home Teacher, Certified Home Teacher Specialist, Home Teacher Class I and Home Teacher Class II, issued by the AAWB prior to July 1, 1963, may become

Certified Home Teachers under the new plan by presenting proper evidence of their certification to the Committee.

"2. The candidate must hold a Master's degree from a recognized university, college, or professional school of social work, sociology, rehabilitation, or education, and submit transcripts in evidence of work completed."

The remaining qualifications were not changed. The statement of the qualifications which apply in Canada remain unchanged.

*Third:* A detailed statement of the Minutes of the two-day meeting in Chicago, reflecting the discussion of the Committee with respect to training possibilities and other relevant topics, were submitted to your Executive Secretary and to Miss Cosgrove for whatever help they might be.

The Committee wishes to state that it stands ready to assist in every way the implementing of the study of home teaching and the developing plans for improved training facilities.

Respectfully submitted,

Raymond M. Dickinson, *Chairman*  
Louise Cowan  
Florence Horton  
Sarah Wallace

## REPORT OF LEGISLATIVE COMMITTEE

George E. Keane, Chairman  
Assistant to the Executive Director, Industrial Home  
for the Blind, Brooklyn, New York

During the past several years, it has become increasingly difficult for the Chairman of your Legislative Committee and his member associates to be certain that they are always representing the majority feeling of the membership of the AAWB in presenting supportive arguments and statements for legislation sought from Congress. Therefore, on May 9, with the cooperation of the Board of Directors, a meeting was held to try to evaluate the attitudes and opinions of the leadership of the AAWB on general policy as it related to legislation, and the direction in which the AAWB should move for the future. Minutes were taken which were forwarded to

the 28 leaders of our field who were present at the meeting for correction or revision. At the suggestion of the Chairman of the Legislative Committee, the President of the AAWB, who was present, appointed a Policy Statement Committee\* of 9 members under the chairmanship of Dr. Francis J. Cummings to review the statements of the leaders, and to try to hammer out a policy statement for presentation to the Convention.

Dr. Cummings called a meeting of this

\*Composed of: Francis J. Cummings, Ph.D., *Chairman*; Marjorie S. Hooper; George E. Keane; Douglas C. MacFarland, Ph.D.; Peter J. Salmon, LL.D.; Irvin P. Schloss; Allan W. Sherman; Arthur L. Voorhees; and H. A. Wood.

Committee for Saturday, July 7, at 11:00 A.M., at which time the Committee convened, deliberated, and proposes herewith the following statement of policy for the guidance and direction of the Legislative Committees of the future. (See "Statement of Principles and Policies of the American Association of Workers for the Blind, on Services and Benefits to Blind and Visually Impaired Persons," as adopted July 12, 1962, as Resolution 3, and printed on pages 182-186.)

Your Chairman is delighted to point out that, with his usual strong progressive philosophy, the major elements of this statement of policy were prepared by Mr. Irvin Schloss, Legislative Analyst of the American Foundation for the Blind, and your Committee and the Policy Statement Committee owe him a deep debt of gratitude for the magnificent job he did, and for his continued hard work with and for your Committee.

Your Chairman also is deeply grateful to all of the members of the Committee for all of the continued help they have given during the past year, and wishes to extend a special word of thanks to John Nagle, of the National Federation of the Blind, for his unusual and great cooperation. We have depended on him for skill and knowledge in our contacts with members of Congress. I cannot tell you how much I appreciate all of the work Allan Sherman has done, not only throughout the year, but particularly during the past four days since we gathered here in Cleveland. He has been a pillar of strength.

The Chairman of your Legislative Committee, having this policy in mind, will be guided in his approaches to the several matters before Congress as we meet. Many of the bills we will be discussing here have already seen action by one or both Chambers of Congress, and your chairman has presented statements on most of them which, hopefully, will not be too tangent to the policy statement above. In any event, within the structure of this policy and with the approval of the Convention, the Legislative Committee will continue to present a vigorous point of view in the interest of blind persons and will support all legislation designed for their welfare.

Among the following bills, several have been prepared and introduced either by your

Committee, or by others with the cooperation of your Committee. A number have been introduced by other organizations and have either been opposed or supported by your Committee. All will have some impact on work for the blind, many of them very significant influence on the future work for the blind of the United States.

Two bills which we have opposed we have reported on at past Conventions, and we will continue our opposition with your approval.

#### H.R. 7927 by Mr. Henderson — 1962 Amendments to the Postal Laws

We have urged Congress to make some special provisions for work for the blind in establishing its postal rates for mail other than that mail already exempted, such as Braille books, etc. In particular, we have asked for a special stamp or a special provision to reduce the first class mail rate for private voluntary agencies for the blind. We have also asked for maintenance of the discounted rate for third class mail. This measure has already passed the House and is in the Senate Post Office and Civil Service Committee. It seems more than likely that it will be voted favorably to the floor of the Senate with only minor changes. The discounted rate for third class mail has been maintained, but there is no special provision for a reduced rate for first class mail. We feel there is very little that we can do to influence Congress in this matter. Senator Mansfield, an influential member of the Committee, sees no reason why special provision should be made for voluntary, non-profit agencies, and, despite the fact that Olin Johnston, Chairman of the Committee, has made every effort to maintain the present postal rate, he has conceded that he may have to vote with the majority of opinion and pass this bill.

#### H.R. 3959 and H.R. 5772

These bills by Mr. Baring and Mr. Dent will undoubtedly die with this Congress, but they probably will be reintroduced, as there is a concerted effort on the part of the National Federation of the Blind to effect some changes in the wages of blind persons employed in sheltered workshops. A stronger position has been taken by the Department of

Labor, recommended by its Advisory Committee on Sheltered Workshops, to gradually upgrade wages paid in workshops for the blind throughout the country, and the National Industries for the Blind Sheltered Workshops Committee at its New Orleans convention last year prepared a strong statement for upgrading wages, establishing rates which were acceptable to all workshops. It seems likely that even with these changes, which are even now being reflected in the wages paid blind workers in sheltered workshops, that the Federation may continue its effort to establish a minimum wage in such workshops throughout the country. We will, of course, oppose any flat rate legislation such as has been proposed in the past.

The following measures have all been supported by your Committee, most of them without reservation, some with suggested amendments:

#### 1. Amendments to Postal Regulations

A Subcommittee of your Legislative Committee has been reviewing proposals for amendments of the Postal Regulations concerned with the mailing of reading matter for the blind. The Subcommittee, consisting of Dean C. Duffield, Marjorie S. Hooper, John Likely, Charles Gallozzi (substituting for Robert S. Bray), completed work on the revisions and presented them to Mr. Earl Ellis, of the Post Office Department, where they have been taken under advisement. Simultaneously, your Chairman and the Chairman of the Subcommittee, Mr. Duffield, forwarded to Senator Curtis the proposed amendments with supporting evidence, and he, in turn, made an urgent request to Postmaster General Day for the revision. Several of the Postmasters of the major cities have also been contacted for their opinion. Mr. Day has written to Senator Curtis indicating that the matter is under advisement, and that he will be answering the request at an early date. If, after reviewing, we find that the Post Office Department fails to amend the regulations administratively, we will then ask Senator Curtis to submit a bill to Congress providing for the proposed changes in the regulations.

#### 2. H.R. 12038 by Mr. Corbett

A bill to create a library of musical scores in Braille, to be located in Washington and made available to blind musicians and students throughout the country. This bill has only recently been introduced, and there has been no action on it as yet. However, it is clear that the Library of Congress, through Mr. Bray, has already given the matter thought, and is ready with evidence to support the measure when it comes before the House Committee controlling the Library of Congress. It appears that this will be a relatively inexpensive addition to the library service. The question arises as to whether the present law may not cover the situation. It is felt that it does not, and only minor clarification may be necessary through amendment. Your Committee will support this measure with your approval.

#### 3. H.R. 11523 by Mr. Corbett

This, too, is a new measure just introduced, and considered favorably by the Post Office and Civil Service Committee. It is the measure which makes it possible for Federal Departments to employ without pay persons who may provide reading for a blind Civil servant. There is some concern, despite the undoubtedly value of this legislation, over the possibility of a department head refusing secretarial help to a blind employee where it normally would be provided to a seeing employee doing the same work. While it seems unlikely that a department head would do this, some clarification of the measure may be suggested to prevent it. Your Committee will support this measure with your approval.

#### 4. S. 394 by Mr. Randolph, and H.R. 4339 by Mr. Matthews

Amendments of 1962 to the Randolph-Sheppard Act — Vending Stand Program for blind persons. This measure, as we reported at the last Convention, amends the Randolph-Sheppard Vending Stand Act to assure the income from vending machines to the blind operator exclusively, and creates a Presidential commission or board to hear appeals from authorized State executives who feel that the intent of the law has been violated by a Federal Department. The portion of this

measure concerned with the income from vending-stand machines has been opposed by the Administration, on the grounds that it does not take into account equities existing other than those of the blind operator. The section concerned with the Presidential board has been opposed, also on the grounds that the same results could be obtained by an interdepartmental administrative arrangement. Your Committee has indicated that it does not believe that the opposition is valid, and at a hearing held on Tuesday, June 26, a member of the Committee, Dr. Douglas C. MacFarland, appeared to defend our proposal and to answer the objections raised by the department. It was clear from Senator McClellan's correspondence with Senator Randolph that he sees little chance of action on this measure this year. However, there are amendments to the Rehabilitation Laws before Congress now, and we may suggest the inclusion of Senator Randolph's amendments when hearings are held in the Senate. Hearings in the House have already been completed, as we will report later.

**5. S. 1101 by Mr. Humphrey, Mr. Randolph, and Mr. Javits; and H.R. 4297 by Mr. Anfuso**

Amendments to Title II of the Social Security Act — OASI. Because of the changes in Title II planned during this Congress, and the major proposal for medical care before the Ways and Means Committee now, we have no anticipation that this bill will have any possibility of passage by this Congress.

**6. H.R. 5019 by Mr. King**

Amendments to the Internal Revenue Code creating an additional income tax exemption for a taxpayer with a blind dependent. When tax hearings are scheduled, we shall ask to be heard on this amendment. Here, too, there are at least eight additional measures of identical or similar content for other specialized groups, and an omnibus amendment may be in the offing. If such an omnibus bill is proposed, and contains an exemption for a taxpayer with a blind dependent, we will, of course, support it vigorously. We already have your approval for this support.

**7. S. 1775 by Mr. McCarthy, and H.R. 6412 by Mr. Keogh**

Creates a new exemption from excise taxes for incorporated and established agencies for the blind. No action as yet — still before the Ways and Means Committee. There are a number of similar bills before the House Ways and Means Committee, requesting excise tax exemption for special groups, but it appears that the Department will oppose this vigorously.

**The Omnibus**

We know that you are all familiar with the present trend in Congress to try to draw comprehensive legislation covering all special needs of education, rehabilitation and welfare. The following measures are all illustrations of this trend, and create a new dilemma for your Committee. Because all omnibus legislation by its very nature must be complex and usually contained in very long drafts, the study required to be sure that no problems are created by these bills for work for the blind takes all of the skill of your Committee and all of its patience and vigilance, for each new measure which is planned for program changes must inevitably affect work for the blind. A perfect example is the major welfare bill of 1962:

**H.R. 10606**

You are all familiar with the King bills and the Hartke bills which we supported last year amending Title X of the Social Security Act, Public Assistance for the blind. All of these measures were reintroduced in the Congress just concluding. However, when the welfare bill for 1962 came up for hearings in the House, the administration bill itself was so strong that practically no amendments were possible. It is planned to introduce rehabilitative procedures into the Public Assistance Laws covering all categories and, generally speaking, your Committee was in favor of the changes suggested. We had hoped that some of the King-Hartke measures could be written into the news laws in the House, but this was not possible. However, the new Title XVI of this measure, which was designed to induce the States to abandon categorical

aid by making additional funds available for medical care for the aged and for all types of categories if they were handled by one generic program in the Department of Social Welfare, without a special division for the blind, or children's program, or for aid to the aged, was very damaging to those States where Public Assistance for the blind was handled by commissions for the blind. With the help of members of the Committee, Title XVI was amended in the House before the bill passed, protecting commissions for the blind; and, with this correction, the Executive Committee of the AAWB has directed your Legislative Committee to support H.R. 10606 if such support is needed. The measure has since been to the Senate, and Title X was further amended there to include one of Mr. Hartke's bills creating an additional exemption for recipients of aid to the blind. The present exemption of earned income for recipients of aid to the blind of the first \$85.00, plus 50 per cent of every additional dollar earned until the budget has been achieved, is extended to include all income from an approved vocational plan for the first year of operation of the plan. Mr. Hartke was disappointed that several of his other amendments were not adopted, and has indicated as we write that he will be urging the passage of some of his amendments on the floor of the Senate, particularly the one to strike out Title XVI altogether, and second, to relieve the relatives of blind persons from the responsibility for their support. He may also be urging the inclusion of other amendments to which we have subscribed in past years. In any event, H.R. 10606 is a most important measure, and when it passes Congress, which it should do, possibly even before we read this statement to you, you should have copies of the analysis of it at the earliest moment. When the measure passes, your Committee will attempt to prepare a brief analysis of the bill.

We will discuss here four measures that are interrelated: H.R. 3756 by Mr. Giaimo — the Rehabilitation Act of 1962; H.R. 10125, also by Mr. Giaimo — the Education Amendments of 1962 — prepared with the cooperation of your Committee; and H.R. 10123, an omnibus bill containing portions of the other two bills and amending the

#### Education and Rehabilitation Laws.

All of these measures were considered by the Subcommittee of the House under Mrs. Green, and have apparently been by-passed in favor of a compromise measure:

H.R. 12070, which arose out of the refusal of the Administration to go as far as the Congress wished to go in creating sweeping changes in the Education and Rehabilitation Laws. H.R. 12070 contains essentially the amendments to the Education and the Rehabilitation Laws which the Administration approved, and it appears very likely that it may pass the House of Representatives and be sent to the Senate in the near future.

Any amendments which work for the blind may wish to introduce will have to be prepared for Senate hearings. The measure creates a new independent living, self-care provision and liberalizes some of the project grant phases of the Rehabilitation Law. It also extends the present program of aid to education by including, with the provisions for preparation of teachers for the retarded, additional provisions for all specialties in the education of exceptional children. There are other details, but your Committee has had no opportunity to make a full analysis of this bill as yet. It appears, however, that there is nothing in the bill which we need to oppose. It is our hope that we will be able to report fully on this measure in an AAWB Bulletin later, for it is important and should be studied by all of us.

It will be apparent that we have not covered all of the legislation important to work for the blind. This report is already very long, and we would ask the members of the AAWB who are here with us to refer any questions which they may have to either the Chairman or members of the Committee who will be very glad to answer any they have information about.

*Addendum:* May I move the adoption of this report with the further direction to the Chairman to act upon his judgment, in consultation with members of the Committee, in pursuit of all legislative matters in the interest of blind persons.

Respectfully submitted,

George E. Keane, Chairman

Douglas C. MacFarland, Ph.D.,  
*Co-chairman*  
 Jesse Anderson  
 M. Robert Barnett  
 Francis J. Cummings, Ph.D.  
 Cleo B. Dolan  
 George J. Emanuele  
 E. H. Gentry  
 Marjorie S. Hooper  
 J. Arthur Johnson

Roy Kumpe  
 Maurice Olsen  
 Louis H. Rives, Jr.  
 Winfield S. Rumsey  
 Irvin P. Schloss  
 Allan W. Sherman  
 Raymond Smyth, Jr.  
 Robert H. Thompson  
 Edward J. Waterhouse, LL.D.  
 H. A. Wood

## REPORT OF MEMBERSHIP COMMITTEE

Norman M. Yoder, Ph.D., Chairman  
 Commissioner, Office for the Blind  
 Department of Public Welfare, Harrisburg, Pennsylvania

The Membership Committee of the AAWB organized itself during the St. Louis Convention of the Association with H. Smith Shumway of Wyoming as Co-chairman and director of memberships west of the Mississippi, and the Chairman assuming the responsibility for the states east of the Mississippi.

In the months immediately following the St. Louis Convention, Mr. Shumway and the Chairman organized the country into nine regions, securing hardworking chairmen for those regions and they in turn assisting in the selection of state chairmen.

By late fall the membership drive got on with limited assistance from the National Office because of the change in Executive Secretary. After January 1, 1962 memberships came more slowly, and the pressure built up because of the financial reliance on memberships and dues.

The Regional Chairmen and State Chairmen met at various points or exchanged correspondence. Thus, at the time the AAWB assembled in Cleveland, 1154 preconvention memberships were paid. This was one of the highest preconvention enrollments in the history of the organization at the current dues level, although there had been greater membership enrollments in past years.

By the time the 1962 Convention registration was completed, 1254 paid members were on the roster and almost 600 individuals had registered for the Cleveland Convention. During that convention the regional and state membership people met and submitted to the Executive Secretary, Dr. Connor, and through him to the Board, their recommendations for a membership campaign for the ensuing year. In addition, Mr. Fuller Hale, Regional Chairman for the Northwest, was invited to serve as Co-chairman in order to stimulate Pacific Coast membership, since the convention would be in Seattle, Washington, in 1963.

With the exception of one or two state chairmen, all national, regional and state people have again agreed to serve for 1962-63. The membership objective is a minimum of 1600 paid members. This is obtainable if we retain our present 1254, and more than obtainable if each active member in the Association will enroll one new member. This we need if we believe in the principles and the philosophy of the AAWB as set forth and adopted in Cleveland in 1962.

Respectfully submitted,

Norman M. Yoder, Ph.D., *Chairman*  
 H. Smith Shumway, *Co-chairman*

## REPORT OF THE NECROLOGY COMMITTEE

Reverend A. D. Croft, Chairman

President, Association of the Blind of South Carolina, Columbia, South Carolina

Once again, in the Business Session of our Convention, we pause to remember, and to pay a deserved tribute, to those of our number who have received the Divine Summons, and who, therefore, no longer walk beside us in our pathways of service. This is both fitting and proper. In our busy, crowded, tension-filled world, it is so easy to become involved in the affairs of today to such an extent that we forget those who have served with us in our yesterdays. Let it not be so today with those of our own whom we remember in this tribute of love and appreciation.

To those who walk in the paths of faith—but only for those who so walk—there is no death. There may be many avenues to this road of faith, for our knowledge of God is imperfect; but if we sincerely seek to follow the leadings of the God of life, there can be no eternal death. Assuredly, each of us must pass through the Valley of the Shadow; but this is not the end—rather, it is the prelude to a more glorious and eternal beginning.

Life, even as we know it, teaches this. For there is no death to memory. Pause to reflect upon the yesterdays we have known, and both faces and voices seem to be with us. This is not a phantom imagination, but a reality. The honor roll of our pioneers is truly written upon each heart, for memories do not die.

There is no death to service. Each act of unselfishness, each act of understanding, each act of devotion, leaves a permanent impression which time cannot erase. It is often easy to forget those who have made for themselves positions of fame by their skills, or by their

cleverness; but one cannot forget those who serve.

There is no death to love. The poet wrote, "I shall clasp thee in my arms again, and with God be the rest." The Hebrew sage declared, "The Eternal God is thy refuge, and underneath are the everlasting Arms." The prophet Isaiah declares, "Thus saith the Lord, Thou are precious in My sight, for I love thee".

It is for us to pick up the sword from the hands which so valiantly wielded it; and for them, for ourselves, and for those whom we serve, to carry on in the tasks which they have so nobly striven to accomplish, until the Master of us all shall say to us, as He has said to them, "Well done".

And these are our departed fellow-laborers, whom today we remember:

John P. Brendon, Massachusetts Division  
for the Blind, Boston, Massachusetts

J. V. Frampton, Oil City, Pennsylvania, for  
many years President, County Branch,  
Pennsylvania Association for the Blind

Marshall B. Ingersoll, Christian Record  
Benevolent Association, Lincoln, Nebraska

Dr. I. V. Minner, Florida Representative of  
the Christian Record Benevolent Association

Carl P. Winterwerp, Washington Society  
for the Blind, Washington, D.C.

Respectfully submitted,

Reverend A. D. Croft, *Chairman*

Reverend Daniel Munn

Reverend Harry J. Sutcliffe

## REPORT OF THE RESOLUTIONS COMMITTEE

Francis J. Cummings, Ph.D., Chairman  
Executive Secretary, Delaware Commission for the Blind  
Wilmington, Delaware

### Resolution 1

The American Association of Workers for the Blind, in convention assembled at Cleveland, Ohio, does hereby extend thanks to all who had any part in making the 1962 Convention a thoroughly interesting and successful one. Specifically, we would like to mention:

The Pitt-Carter Hotel staff, for their efficient and courteous service to us, their guests;

The Chairman of the Cleveland Host Committee, Mrs. R. Franklin Outcalt;

Mr. Cleo Dolan, Executive Director of the Cleveland Society for the Blind, and the members of his staff, and the members of the Host Committee, for their gracious hospitality and the many courtesies extended to us;

The "Order of the Arrow," Honor Campers, Lodge 17, Greater Cleveland Council, Boy Scouts of America, for their continuous help in the guiding of blind members of the Association;

The Volunteer Services for the Blind of Philadelphia, Pennsylvania, for the printing of the Braille copies of the Convention program;

Mr. Nelson Stern, Chairman of the Cleveland Society for the Blind Public Relations Committee, for the positive publicity which was given to the Convention; and

To all participants in the program, and to everyone who in any way contributed to the success of this, the 1962 Convention of the American Association of Workers for the Blind.

### Resolution 2

WHEREAS, the American Association of Workers for the Blind has been assisted, both professionally and materially, for many

years by various agencies, organizations and groups; and

WHEREAS, the Officers and members of the American Association of Workers for the Blind are fully cognizant of the importance of continued close collaboration with these agencies, organizations and groups, in achieving our mutual objective of advancing services to blind persons through the continued strengthening of our organization; and

WHEREAS, we are aware that these organizations, agencies and groups have pledged themselves to assist the American Association of Workers for the Blind, both professionally and materially; now therefore be it

RESOLVED, That the members of the American Association of Workers for the Blind, in convention assembled in Cleveland, Ohio, July 8-13, 1962, transmit to the directors of the said agencies, organizations and groups, our deep appreciation for their tangible and moral support, with the request that they report this resolution to their boards or governing bodies at an appropriate time.

### Resolution 3

(See "Statement of Principles and Policies of the American Association of Workers for the Blind, on Services and Benefits to Blind and Visually Impaired Persons," as printed on pages 182-186.)

Respectfully submitted,

Francis J. Cummings, Ph.D., *Chairman*  
L. L. Watts, *Co Chairman*

Fuller R. Hale

Donald W. Perry

Braxton Tatum

Harold Richterman

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## REPORTS FROM AGENCIES, ASSOCIATIONS AND ORGANIZATIONS

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### REPORT OF THE AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND, INC.

J. M. Woolly, President  
Superintendent, Arkansas School for the Blind  
Little Rock, Arkansas

The 1960-62 report of the American Association of Instructors of the Blind is being brought to you by Mr. Maurice Olsen, Executive Secretary of the AAIB. I regret very much that I am unable to be present to bring this report to you in person.

During this biennium, the AAIB has continued, under the able leadership of President Lois Cox, to make significant contributions to the education of visually handicapped children. Not only has the Association continued to grow numerically (at the close of the Forty-Sixth Biennial Convention in Miami Beach last week, the membership stood at 1950) but also it has grown in its efforts to discharge the constitutional objectives set forth in Article II "The object of the Association shall be to improve materials and methods of teaching the visually handicapped, and to expand the opportunities for the visually handicapped to take a contributory place in society."

Of the fourteen active committees which carry on much of the between-convention activities of AAIB, four are new.

1. The most recently activated committee is the *Research Advisory Committee* which was charged as follows: "The Committee shall provide consultative services to any members of AAIB, individual or corporate, who are formulating research plans. It shall, as well, provide similar services to individuals and organizations outside the Association and it will serve, upon request, as a board of review for any agency, public or private, which would like to have it evaluate proposals for research with or for blind children."

Mr. Carl J. Davis, Head, Department of Psychology and Guidance, Perkins School for the Blind, is chairman of the Committee. Serving with him are Dr. Samuel C. Ashcroft, Associate Coordinator, Department of Special Education, George Peabody College; Dr. Milton Graham, Director, Division of Research and Statistics, American Foundation for the Blind; Dr. Carson Y. Nolan, Director of Educational Research, American Printing House for the Blind; and Dr. Herbert Rusalem, Director, Professional Training and Research, Industrial Home for the Blind. I would like to invite you to make use of this Committee at any time you feel it can be of service to you by communicating with the chairman, Mr. Davis.

2. *The Policy Committee* has completely rewritten the AAIB Policy Statement and presented it to the 1962 Convention where it was unanimously adopted. The Statement, a two-page document, presents in a concise form the philosophy, function and scope of the AAIB. It is available in manuscript form from our office and will be published in the *PROCEEDINGS*, and perhaps elsewhere. If you have any comments, we invite you to write us.

3. *The Publications Committee* has just completed and published a Parent Packet which is designed for distribution to parents of visually handicapped children. It contains reprints, original articles and a bibliography which many professionals, as well as parents, will be interested in reading. This packet is now in its second printing and is available from our office at a price of fifty cents. An-

other project of the Committee is a Teacher Recruitment folder which is just off the press and will be distributed as widely as possible. Copies of this folder, designed to interest promising young teachers in the education of visually handicapped children, may be obtained at our exhibit here at the Convention.

4. *The Public Relations Committee* has published a pamphlet describing AAIB and its activities, as well as having arranged for the construction of the exhibit which I trust all of you have seen in the exhibit area. Copies of the above mentioned pamphlet may also be secured at the exhibit.

Of the other ten committees, some are routine operating groups having to do with purely internal affairs. However, three have made outstanding contributions during the biennium and should be reported to you in brief.

1. *The Certification Committee* has rewritten standards for teacher certification and put into effect a three-level plan which is attracting wide participation from among our teachers. Its most recent activity was the development and adoption of a plan for certification of houseparents in residential schools. Both of these certifications will no doubt serve to upgrade the qualifications of the professional personnel who work with visually handicapped children.

2. *The Scholarship Committee* has awarded scholarships to promising young people throughout the United States and has just announced the receipt of a second \$10,000.00 grant to the Scholarship Fund. These scholarships have been restricted to new teachers who have not previously taught blind children.

3. *The Legislative Committee* has attempted to cooperate with all other organizations and agencies interested in legislation affecting the education of visually handicapped children. The Committee is particularly appreciative of the opportunity to work with your Legislative Committee and hopes the fine cooperative relationship can continue to exist.

I should report here that our Convention last week heard a full report on H.R. 12070 and unanimously adopted a resolution urging its passage.

The Committee planned and conducted the Conference on Distribution of Textbooks and

Educational Aids for Blind Children, held in Washington, D.C., November 1-2, 1961. A report of this Conference, as well as the special AAIB Committee which was appointed, following the recommendation of the Conference, to write a position paper on needed legislation dealing with the education of the blind, may be obtained by writing Chairman of the Committee, Dr. E. J. Waterhouse, Director, Perkins School for the Blind, Watertown, Massachusetts.

Twenty-four workshops carry on the professional growth of the membership during the biennium between conventions, as they have for the last decade. Many of these workshop groups have been particularly active during the last two years and I would like to now report some of these activities.

1. *The Travel Instructors Training Workshop*, held on the campus of the Maryland School for the Blind in March and April, made possible by an OVR grant to AAIB, accomplished a great deal in unifying and improving the mobility training for blind children and adults. The approximately 20 trainees are no doubt doing a much better job in their respective job situations as a result of their experiences while at the workshop.

2. Much good came from a *Joint AAIB-CEC Regional Meeting* on the West Coast last fall. This meeting gave AAIB an opportunity to demonstrate to the Council of Exceptional Children its active interest in work for all visually handicapped children.

3. *The Physical Education Workshop* reported and discussed at the convention the results of the President's "Physical Fitness" program in which many residential schools participated this spring. No doubt, improved physical education for all of our children will be the result of this most important work done by the Physical Education Workshop.

4. On November 3-4, 1961, the *Primary-First Grade Workshop* held a regional workshop at the North Carolina School concerned with the teaching of beginning reading. Several outstanding resource people, including Dr. Sam Ashcroft, were available for this fine workshop.

5. A two-day *Orientation, Mobility and Travel Workshop* was held at Illinois State

Normal University on May 18-19 with the cooperation of the Illinois State Department of Public Instruction and the Illinois Braille and Sight Saving School.

6. *The Mathematics Workshop* held a most successful workshop on the campus of the Maryland School for the Blind on April 27-28, 1962. The theme of the Conference was "Modern Arithmetic" and attracted delegates from six schools. Again, the Workshop was staffed by outstanding leaders in the field. In addition, newsletters have been produced by the workshop at intervals during the biennium.

7. The Ohio School for the Blind was host to a *Houseparent Workshop* June 26 - July 1, 1961. The Workshop continued to meet the high standards set by houseparents for such activities and attracted some 60 houseparents from ten states. It continues to be a source of inspiration to have this workshop move to meet the needs of its members through regional activities strategically located throughout the United States. Also, I would recommend the *Shoe Dwellers News*—the very readable and interesting newsletter produced by the Houseparent Workshop.

8. The Maryland School for the Blind held two one-day *Mobility, Orientation, and Travel Workshops*, one on January 21, 1961, and the second on October 21, 1961. Both of these conferences were well attended by eastern seaboard teachers. The impact of these group activities is tremendous.

9. The first *Parent Workshop* was held at the Missouri School for the Blind July 22-25, 1961. Some 50 parents from eight states were in attendance. There is no doubt that there is a tremendous potential for growth and activity in this fairly new workshop.

10. Also, at the Missouri School, a highly successful *Industrial Arts Workshop* was held on April 6-7, 1961. It was held in conjunction with the American Industrial Arts Association.

In addition to committee and workshop activities, other projects should be mentioned. It continues to be a source of satisfaction to cooperate with AAWB in the operation of the *Braille Authority*. The Authority has continued during the year to improve its usefulness by strengthening its advisory committees, and by working on the literary, science, music and mathematics codes. We were particularly pleased to see the Authority act to remove some of the confusion regarding the mathematics code by employing Dr. Nemeth to rewrite it as soon as possible. We appreciate your cooperation in helping to finance, not only the Authority itself, but this special mathematics project.

In early June, the AAIB jointly sponsored, along with the United States Office of Education, a conference in Washington on *Curriculum Provisions for Visually Handicapped Children*. This three-day conference brought together the leaders of education for blind children of the United States as well as outstanding resource people from the field of general education. A report of this fruitful conference will be available from the Office of Education in the next two or three months.

Looking toward improvement of education for visually handicapped children by raising standards of educational institutions, President Lois Cox, Executive Secretary Maurice Olsen, and other AAIB Board members and committee members have met with personnel of the American Foundation for the Blind and the National Council for Accreditation of Teacher Education during the year. It is our plan to offer our cooperation to any agency or organization which is interested in planning for better educational opportunities for all blind children wherever they are being educated.

President Jacobson, the American Association of Instructors of the Blind is honored to have had the opportunity to again report to you on our activities for the year.

**REPORT OF THE AMERICAN FOUNDATION FOR THE BLIND, INC.**

M. Robert Barnett, Executive Director  
New York, New York

As you know, it is our custom to avoid the presentation of a detailed activity report from the platform at the time of the AAWB annual convention. Each of you receives our printed ANNUAL REPORT, together with frequent other communications throughout the year. Having noted that on today's program I will be followed by chairmen of very important AAWB committees, i.e., the Committee on Ethics for administration of the Seal of Good Practice and the special committee appointed to review the Ethics Code, it is my intention to emphasize those facets of the Foundation's program which relate somewhat to the work of those committees in something of a progress report with regard to AFB's activity in the direction of establishing some form of accreditation in our field.

These particular observations, however, should precede that progress report. During the past year, the Foundation continued its relatively new program of field consultation, through a staff of specialists in community organization and personnel equipped to assist local agencies and/or schools to conduct surveys of their own activities. We have reason to believe that this service has been found of considerable value to many of you, and it is our intention to continue it so long as the budget permits and there continues to be evidence that our field staff is helpful. As you know, this service is administered under our Division of Community Services, which unit of the Foundation also administers the activity known as the National Personnel Referral Service. This again is a new but flourishing activity which was set in motion with the assistance of a significant grant from the United States Office of Vocational Rehabilitation. When the grant period expires in the spring of 1963, it is our intention to continue the Service as a regular feature of AFB's programming. This also is to report that the former Supervisor, Mr. John Butler, has resigned in order to accept appointment in the general

social welfare field, and that he has been succeeded by Mr. Huesten Collingwood. I should like to make it clear again that this Service should not be construed as one which actually "places" people, but rather one through which either blind or sighted professionally qualified candidates for positions can be referred to potential employers. The staff of the Foundation strictly refrains from "recommending" any particular individual for a particular job.

With further reference to new personnel, I also should like to announce the appointments of Mr. Benjamin Wolf and Mr. Arthur Olsen as Regional Representatives. Dr. Kenneth Fitzgerald, formerly one of the regional staff, has been named Director of our Bureau of Community Surveys.

It may be of interest to you also that Dr. Everett Wilcox, Program Specialist in Education—School Age Services, has indicated his wish to leave our staff in order to accept the Superintendency of the Illinois Braille and Sight Saving School in Jacksonville, Illinois. The function of his position will be continued, and we currently are reviewing candidates for appointment as his successor.

A word about our research activities: At other times during this convention, representatives of our Division of Research and Statistics have reported as participants on programs devoted to research in our field. It is not necessary, therefore, that I detail all of the projects in which we are involved, and suffice it to summarize that there are seven major projects on the schedule which, extended over the next two to three years in financial terms, will involve the expenditure of approximately \$1,000,000. Of particular interest, however, is that nine out of ten of these dollars will be provided by government and private bodies, other than the AFB, cooperating with us in these endeavors.

Many of you are interested each year in the facts with regard to our manufacturing

of Talking Books and the supplying of special aids and appliances. In summary, the Foundation currently is replacing its studios and plant with the latest equipment and with double our former capacity. We have continued to improve production techniques to the extent that we have been able to repeatedly reduce the cost of Talking Book records to all of our "customers", which is of particular significance to the U.S. Library of Congress in increasing the number of books available through its Federal appropriation.

Our special aids and appliances program continues to grow steadily, and, of particular interest to you this year is that we have finally made available a catalog in Braille.

In the past two years, the Foundation has encountered very real operating deficits since our expansion and unavoidable increased costs have raised expenses faster than has our fund-raising efforts provided net funds. Nevertheless, we have fortunately maintained stability through the receipt of unexpected legacy income. While our Trustees have indicated a general holding of the line, the new budget just approved for the fiscal year which began July 1 includes provision for a program specialist in the area of mobility and orientation. Indications from the field are such that we believe a great deal of progress can be achieved in this area by making a specialist available in this area. I also am happy to report that the new budget includes an operating grant of \$5,000 toward the expenses of the central office of the American Association of Workers for the Blind.

Now with regard to accreditation. Last December 1, our President, Mr. Jansen Noyes, Jr., released a general announcement that the Trustees had agreed the Foundation should endeavor to assist AAWB, AAIB and all other appropriate groups in their efforts to bring about a basis for accreditation of service programs for blind people. Since that time, we have received many supporting communications and are happy to note that virtually all significant groups have endorsed the idea. For the most part, activity to date has been directed toward the securing of the approximately \$250,000 which we believe necessary to conduct the study and reach some kind of worthwhile conclusion over a period of three years. Two private foundations, the Rockefeller Brothers Fund and the Gustavus and Louise Pfeiffer Research Foundation, have pledged support. Certain others are still considering, and probably with favorable outcome, additional support. If such grants come somewhere near the anticipated budgetary requirement, Mr. Noyes, on behalf of the Trustees, has indicated that AFB would begin the study and meet any reasonable deficit. As of this moment, Mr. Noyes has not yet appointed an advisory committee and he and the Executive Director have not appointed the project staff. We believe there will be a further progress announcement in the early Fall.

As usual, I wish to welcome, on behalf of all of our Trustees and staff, your suggestions, comments or criticisms at any time.

## REPORT OF THE AMERICAN PRINTING HOUSE FOR THE BLIND

Marjorie S. Hooper, Braille and Large Type Editor  
Louisville, Kentucky

It is a very real privilege for me to appear before you today on behalf of the American Printing House for the Blind. It is the first time, I believe, in a great many years at least, that the Printing House has had the honor of presenting a report of its activities to the American Association of Workers for the Blind. We at the Printing House feel most sincerely that it is particularly important that the professional fields of work for the

blind be kept apprized of our work, not only because the APH is the oldest, national voluntary agency for the blind in the United States as well as the largest publishing house for the blind in the world, but because of our peculiar position as a private agency which for more than 83 years has been given a trusteeship of public funds by Congress under the Federal Act of 1879 "To Promote the Education of the Blind."

## Legislation

Undoubtedly, one of the most important events of recent years has to do with that trusteeship—the approval on September 22, 1961, of Public Law 87-294, amending the basic legislation with regard to the Federal Act. This amendment added four new provisions to this important Federal legislation:

1. The limitation of ceiling of authorization for the annual appropriation was entirely eliminated, thereby making possible an annual request to, and hopefully approval by, Congress of yearly appropriations commensurate with the actual needs for educational materials for the blind, such appropriations to be based on realistic figures with regard to not only production costs, but also the total number of children to be served.

2. The chief State school officers (or their designees) were made Ex-officio members of the Printing House Board of Trustees for purposes of the Federal Act, on the same basis as the executive heads of the residential schools for the blind (or their designees), thus giving equal representation for purposes of administering the Act to all blind children being educated through the public school system of the United States and its possessions.

3. For the first time in the 83 years of the Federal Act, provision was made for the appropriation of funds, over and above those for quota purposes, to be used for administration of the Act by the Printing House. Heretofore, no funds for this purpose have been available except as the Printing House was able to furnish them out of its own resources, a situation which has hampered the institution for many years in providing needed and expected help and leadership to educators of the blind.

4. A proviso was included in the amendment stating that the appropriation is to be administered under rules and regulations prepared by the Department of Health, Education, and Welfare.

In reporting passage of this far-reaching legislation, I want to extend the sincere appreciation of the Board and administrative staff of the Printing House to its many friends throughout the field of work for the blind, and most specifically to the Legislative Com-

mittees of the AAWB and AAIB, for their constant and untiring efforts on behalf of the Printing House Bill. It was only the cooperative efforts of all concerned that accomplished our goal, in spite of the urgent needs faced at the time.

In addition to the basic amending legislation, which was passed in the closing days of the 87th Congress, through the aid of several interested members of the House and Senate, an amendment was included in the Department of Health, Education, and Welfare Appropriation Bill, then still pending passage, which put the new provisions immediately into effect for the 1962 fiscal year. Thus, instead of a per capita allotment of about \$25.00, the quota allocations for the past school year have been based on a per capita of \$40.07 for a total appropriation, including the \$10,000 permanent grant, of \$639,000, instead of the expected \$410,000. Additionally, \$41,000 were appropriated for administrative purposes.

This quick action was particularly beneficial so far as the quota allocations for educational materials were concerned, since by September a large proportion of the State departments of education and schools for the blind had already used up their money for the year and were still far behind in being able to get the materials they needed. It took a little time, however, to put into effect the benefits of the new administrative funds. I am happy to report at this time that it has been possible for the Printing House to create and fill three new staff positions, and reassign another, and that we now have full-time personnel for the following:

2 Assistant Braille Editor-Field Representatives

1 Textbook Consultant

1 Tangible Apparatus Consultant

plus necessary additional clerical personnel. It will be the responsibility of these staff people to act as liaisons between the Printing House and educators of blind children, so that the Board and staff in Louisville may keep abreast of educational trends and needs, and the administrators and educators in the field may know what services can be provided to them through the Federal funds. The effectiveness of this service can be summed up quite simply as "good communications," and it will have to

be a two-way street which actively connects the Printing House, not only with teachers and educational administrators, but with the adult field of work for the blind as well.

#### Central Catalog of Volunteer-produced Books

During the past two years, the Printing House has established a Central Catalog of Volunteer-produced Books. The purpose of this service is to provide a single point of cataloging and reference for the thousands of textbook materials produced each year by volunteers, in all mediums, including Braille, large type, and disc or tape recording. To do this, we have engaged the help of the volunteers themselves in reporting each book they undertake, so that duplication is avoided and the location of the books may be known for possible borrowing, etc. This reporting service is growing to amazing proportions each day, and I do not believe anyone had any idea of the thousands of books that are being produced by volunteers each year. While the magnitude of the catalog is such that it precludes issuing printed catalogs, daily reference service is provided, and it is the intent of the Printing House that no effort be spared to make the Central Catalog a truly effective adjunct to this important facet of work for the blind.

#### New Buildings

One of the reasons the administration of the Act "To Promote the Education of the Blind" was originally placed with the Printing House in 1879 was because the institution had the buildings and facilities necessary for production. It was therefore designated at that time, and again reiterated in the latest legislation, that "no part of the appropriation shall be expended in the erection or leasing of buildings." This means that it is the complete responsibility of the Printing House, through its own funds, to provide the necessary buildings, manufacturing equipment and other facilities for manufacturing materials under the Federal Act. Over the years, this has required an extensive building program, particularly in the last 15-odd years. Since 1949, extensive additions to the original buildings have been added, amounting to over 70,000 square feet of floor space, at a cost of

some \$680,000. Currently, in order to meet the demand for expanded services now possible under the Federal appropriation, we are in the midst of another building program, which will add over 40,000 square feet of gross floor space to the factory annex, storage and shipping areas, and thereby also make possible the rearrangement and relief of crowded areas in the Braille embossing and proofreading departments, and in the office and administration building. It is our present hope that this construction will be completed and in use by January, 1963, at a total cost of approximately \$440,000.

#### Lavender Writer

And now to answer some of your many questions about the Lavender Braillewriter, the so-called "plastic machine." Over the past several years, we have given progress reports on the developmental research on this writer. It is my distinct pleasure this year to be able to announce to you that the Lavender writer is an accomplished fact. Not only has the prototype been completed and accepted, but the tooling-up for production has been finished, and we have actually produced some 30-odd of the machines and have had them out for field-testing for the past several months at the Indiana School for the Blind. A sample of this machine has also been available in the Printing House exhibit at this Convention for your examination. It is our present plan to go into full production on these machines by fall, for delivery by January, 1963. The projected price will be in the neighborhood of \$45.00, which will cover only the actual materials and labor involved for manufacturing the machines, since \$95,000 to cover the cost of the tools, dies, etc., has been paid for out of funds donated to the Printing House.

#### Conclusion

In conclusion, may I once again express the sincere appreciation and thanks of the Printing House to all of you, and particularly to the AAWB Legislative Committee, who came to the fore so wholeheartedly and effectively in aiding the passage of the Federal legislation last fall. The Printing House pledges itself to use as wisely and effectively as possible the new funds granted by Congress for the expansion and improvement of services for the education of blind children.

## REPORT OF THE WORLD COUNCIL FOR THE WELFARE OF THE BLIND

M. Robert Barnett, New York City, Chairman, United States Delegation

It is my privilege to express to you the sincere regret of President Edwin A. Baker that he cannot be here in person to present the report of the World Council for the Welfare of the Blind. He, as you probably know, is departing shortly for Europe in anticipation of the meeting of the Executive Committee of that body, and has asked that I convey not only his report but also his greetings. I have in hand a brief report prepared by Mr. John Jarvis of London, Secretary-General of the WCWB, which after its reading will be amplified by excerpts from a letter written by Colonel Baker himself.

### World Council for the Welfare of the Blind Report to the 1962 Convention of the American Association of Workers for the Blind

"Since your last Convention, the World Council has done its best to live up to its objective of providing a means of consultation among workers for the blind in its member countries throughout the world.

"In August, 1961, Mr. John Jarvis, Secretary-General of the Council, attended the first Training Course for Home Teachers of the Blind in Norway in order to convey to our colleagues there some of the experience gathered from countries in which home teaching is a more highly developed profession.

"In June, 1962, the Council's Committee on Technical Appliances, of which the present reporter is Chairman, was privileged to play a leading role in the most ambitious conference on the relations between technology and blindness ever to have been undertaken, and we are deeply grateful to the American Foundation for the Blind for enabling us to be associated with such an historic gathering whose aim coincides so closely with those of the World Council.

"The Committee on Professional and Urban Employment has just completed an illustrated brochure designed to make available to work-

ers for the blind, and also to employers, in all parts of the world the experience gained in those countries in which an increasing number of blind people work alongside the "seeing" in industry, in clerical work and in the higher professions.

"Our Committee on the Prevention of Blindness has been engaged this year in an even greater effort in the field of international public relations. It was responsible for persuading the World Health Organization to accept the treatment and prevention of blindness as the theme for World Health Day, 1962. All plans for the conduct of the campaign were made in the closest consultation with us, and its success has exceeded our expectations. Our colleagues in India tell us, for instance, that no publicity drive in their country has ever reached the magnitude of this effort, and in Nigeria the meetings ranged from an enormous gathering in the Federal capital, where the Prime Minister addressed an audience of 5,000 people, right down to assemblies in hundreds of tiny villages. We are convinced that such outstanding enthusiasm must on no account be allowed to cool off, and that the close cooperation between workers for the blind, their colleagues in the medical profession and Government authorities at all levels, must continue as a permanent feature of our activities in the prevention field.

"As far as the education of blind children is concerned, we are now on the eve of an equally momentous effort, and several members of this Convention, notably Dr. Edward Waterhouse, have already rendered outstanding service in paving the way for the Third International Conference of Educators of Blind Youth. This will take place in Hanover, Germany, from 6th to 18th of August of this year, and will tackle more vigorously than ever before the vast problems which confront our many friends who are striving to provide better facilities for the education of blind youngsters in the developing countries of Asia, Africa and Latin America.

"The World Council is becoming increasingly aware of the fact that it has an important part to play in wider international consultation, not only in the field of rehabilitation of the handicapped, but in that of social work generally. We therefore sent a representative to a conference on the permanent after-effects of imprisonment and deportation, convened by the World Veterans Federation in Holland last year, and one of our members in Brazil is to represent us at the next International Conference of Social Work which is to take place there in August of this year and with whose preparation she has had a great deal to do.

"In all this vital work, the World Council cannot, of course, allow itself to carry passengers who fail to contribute adequately to its endeavours, and, during the past three years, three or four countries have withdrawn from it by omitting to remain in good standing. Fortunately, however, they have already been replaced by an equal number of new member countries, and this year we have welcomed Guatemala, Hungary, Nigeria and Syria to full membership, with the result that some 45 countries are still in membership at this moment."

Respectfully submitted,  
J. E. Jarvis, *Secretary-General*

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President Baker asked that the following comments be added: He expresses the World Council's deep appreciation to the American Foundation for Overseas Blind and the Royal Commonwealth Society for the Blind for their particular efforts to develop progress on behalf of blind persons in Latin America and Nigeria respectively. He also hopes that this group will be interested in assisting in some manner

with the financing of the Louis Braille birthplace in Coupvrait, France, which as you know is an international shrine.

As titular Chairman of the United States delegation to the WCWB, this reporter should like to add the following information: The United States delegation for a number of years has been made up through the appointment of individuals and the payment of annual dues as follows: Two persons named by the AAWB and one person each by the American Foundation for Overseas Blind, the American Association of Instructors of the Blind, and the National Federation of the Blind. The holders of the six seats currently are: Jake Jacobson, Dr. Gordon Connor, M. Robert Barnett, Eric T. Boulter, J. M. Woolley, and Dr. Jacobus tenBroeck.

The Executive Committee of the WCWB —its governing body—is made up by representatives of geographic regions rather than of nations. The North American Region, defined as all countries north of Panama in this hemisphere, presently is represented on the Executive Committee by the following: Col. Edwin A. Baker of Canada; Senora Elisa de Stahl of Guatemala; Eric Boulter, Max Woolly and M. Robert Barnett of the United States.

As you know, the General Assembly of the WCWB meets every five years. Its next meeting is scheduled for August of 1964 in New York City. I am sure that we all share a feeling of warm enthusiasm over the prospects of receiving our colleagues from all over the world at a meeting in the United States for the first time in the history of the organization.

Respectfully submitted,  
Edwin A. Baker  
J. E. Jarvis  
M. Robert Barnett

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## SPECIAL GENERAL MEETINGS

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### ALFRED ALLEN MEMORIAL MEMBERSHIP LUNCHEON

On Monday noon, July 9, the Alfred Allen Memorial Membership Luncheon was held in the Rainbow Room, with Dr. Norman M. Yoder, Commissioner, Office for the Blind, Harrisburg, Pennsylvania, and Chairman of the Membership Committee, serving as Toastmaster.

Following Dr. Yoder's reading of the Report of the Membership Committee (see page 128), Mr. H. A. Wood, Immediate Past-president of the AAWB, and Executive

Secretary of the North Carolina Commission for the Blind, Raleigh, presented the Alfred Allen Memorial Award to Mrs. Annie B. F. Johnson, recently retired from her position as an outstanding caseworker for the Commission. (For presentation and response, see pages 141-143).

The session concluded with an address by Mr. E. W. Christensen, Director, New Zealand Foundation for the Blind, Auckland, New Zealand. (See pages 143-147).

## American Association of Workers for the Blind Inc.

*Presents to*

### Annie B. F. Johnson

### The Alfred Allen Memorial Award

In Appreciation of Outstanding Service to Blind Persons

Presented This 9th Day of July, 1962

In the City of Cleveland, Ohio

*Dorothy M. Clark*  
Chairman, Awards Committee

*Jacob D. Clegg, M.D.*  
President

*Gordon B. Connell*  
Executive Secretary

PRESENTATION OF THE ALFRED ALLEN AWARD  
TO  
MRS. ANNIE B. JOHNSON

H. A. Wood, AAWB Immediate Past-president  
Executive Secretary, North Carolina Commission for the Blind  
Raleigh, North Carolina

My condition at the moment can best be described by using a typical North Carolina expression that is free from microorganisms: I am in the middle of a helluva fix. Just like Ole Zeke Wood, an ancestor of mine. You see we write our own history books in North Carolina. Right now we are celebrating the Tercentenary of the War Between the States, which some of you Yankees still call "The Civil War." Well, if you could have seen and heard about some of the events that happened down home, you would know that there wasn't anything civil about the fracas. But last week, on a professional basis, I participated in an Old Fashioned Fourth of July Celebration at Fort Fisher. What were we celebrating on the Fourth of July? The Battle of Fort Fisher which happened in 1865—more than 100 years after the Declaration of Independence. Do you think we were celebrating The FALL of Fort Fisher? Not on your life. We had a mock battle between the Yankee Navy and the Confederate Gun Batteries of Fort Fisher. You should have been there and witnessed the exposure of a long existing historical myth. When the battle was over, Fort Fisher still stood. . . . I know because I ate a barbecue supper right between two cannons that were still hot from firing!

I have to correct another historical statement: We have all over Confederate monuments back home the inscription: "First at Bull Run; fartherest at Gettysburg; and last at Appomattox." Well, the boys who wrote that got a little carried away. They didn't know about my ancestor, Ole Zeke. In case I lost you back there, I started off to say that I was in the middle of a helluva fix . . . just like my ancestor, Ole Zeke. Zeke couldn't make up his mind which side to fight for; so he put on a Yankee Blue Coat and Con-

federate Grey Britches . . . and both sides shot at him!

The program most of you read stated that Judge Sam M. Cathey, Chairman of the North Carolina State Commission for the Blind, would make this presentation. I am not a substitute for Sam Cathey. Nobody can substitute for Sam. I am a replacement. I told Judge Sam this when he found out that he couldn't be here today, and he said, "Nonsense, Henry. Just tell the folks about Ella Mae being in my court the other day, and you'll be okay." The story Judge Sam had reference to was this: Ella Mae had been cited to Sam's Court on a minor charge that happened the Saturday night before, for expertly wielding a little ole knife that, somehow accidentally and playfully, had cut her boy friend's throat. Because of his keen perception developed from experience over a quarter of century in matters of this trivial nature, Judge asked, "Ella Mae, are you going to have a baby?" And Ella Mae replied, "No suh, Judge, I'se jist carrying this for a friend." So I'm just carrying this delightful responsibility for two dear friends of mine.

Now the second circumstance that puts me in the middle of a fix is that I am supposed to talk about a woman. Now that's no small assignment, because I believe that, even if a man could understand women, he still wouldn't believe it!

I would like to say to our distinguished speaker, Mr. Christiansen, that my remarks are premediated, because to me some of the presentation speeches at these award functions sound like obituaries. I do not consider that we are HOLDING A WAKE for Mrs. Johnson. She's still a girl—in fact, she has not only kept her girlish figure—she's doubled it! Incidentally, Mr. Christiansen, you might con-

sider correcting a little of your "Down Under" history. Remember when we sang "Waltzing Matilda" on the bus coming back to Rome from the *Tivoli Gardens*? Well, since then, I've found out that waltzing was not the only thing that happened to Matilda.

Seriously, our Guest of Honor and the Recipient of the Alfred Allen Award, is a remarkable woman. She has more "Firsts" than most anybody I know. Here are just a few: (a) She was the first teacher at the North Carolina State School for the Blind who taught classes while she was still a student in high school there. Salary—\$4.00 a month! (b) She was the first blind person to pass the State Teacher's Examination with a grade "A" Certificate. Of course she did not get a job, because members of local school boards where she applied could not believe that a person who could not see could teach children who could see! (c) She was the first female blind student admitted to the Graduate School of Social Work at the University of North Carolina. This she did with only a high school diploma and TWENTY YEARS after she had been graduated from the State School for the Blind! (d) She was the first blind person to get a WPA "Home Teaching Project for the Blind" set up under the Roosevelt Administration. You can guess who was the director of the project. (e) She was the first Blind Social Caseworker employed by the North Carolina Commission for the Blind, and she has helped this work grow until we now have a staff of 41 Social Caseworkers. (f) She was the first blind person in North Carolina to have an edition of poems published. She has had two volumes of poems published—and some of her poems have appeared in "American Anthology". In the interim, and probably because she had time on her hands,

she managed to raise four children. And so the saga goes.

I must relate one experience I had with Miss Annie B., as we affectionately call her. A month after I was appointed Executive Secretary of the Commission in 1947, I discovered that one service program was being carried out in each territory in accordance with the convictions of each social caseworker. When I attempted to standardize the program, I ran head-on into differences with Miss Annie B. She was a maverick! I learned that she was having a meeting of the caseworkers in conjunction with the annual meeting of the Association of Workers for the Blind. I went to the meeting, but got there a little late. When I walked in, Miss Annie B. was giving me hell. I interrupted her to say that I was present. She replied, "Fine. Now you can her what I've got to say." And she went on to say it. Her ideas were so good that we abandoned most of mine and adopted hers.

I know that Alfred Allen is as pleased and happy over this occasion as all of us are. And on behalf of the Award's Committee of AAWB, it is my honor to present to this Life Member of AAWB, mother, teacher, poetess, rehabilitation counselor, social worker, pioneer, and my cherished friend, the Alfred Allen Award.

And in so doing, I want to paraphrase the central theme of her poetry in these words:

"If any little word of ours can make one  
life the brighter,  
If any little song of ours can make one  
heart the lighter,  
God help us to speak that little word  
And take our bit of singing,  
And drop it in some lonely vale,  
And set the echoes ringing."

May the Good Lord take a liking to you.

### ACCEPTANCE OF THE ALFRED ALLEN AWARD

Mrs. Annie B. F. Johnson, Caseworker (retired)  
North Carolina Commission for the Blind, Burlington, North Carolina

Thank you, Mr. Wood. I don't know what to say. I thought I knew when I considered this, but I don't now, because I had prepared

for my obituary and I wanted to make a response to that. I think that some of our North Carolina members are surprised that I

don't know what to say, because they expected me to play a little game. I cannot do that now; this is too serious.

I knew Mr. Alfred Allen. Mr. Allen helped me a great deal in my thinking and in my work, which perhaps Mr. Wood never knew about. You see, you are supposed to consult your boss, but I was never exactly a conformist, and I didn't . . . but, anyway, Mr. Alfred Allen was one of my cherished friends, and I am glad to have known him.

I just feel that it is almost impossible to say anything that Mr. Wood has not already said, because he has covered all, every phase, of my life. All my life I have been the exception, and I guess I have been most fortunate in being an exception. Speaking of my years of service, I have had almost thirty years, because I taught way back when I guess I wasn't old enough to teach. Anyway, I feel

that my life has been nothing short of a miracle. I had so many close calls in my early years, that I know that my life has been pretty well ordained for just service as I have endeavored to render. I want to say a humble and sincere "thank you" to and for, all those people who have done so much to help me. I could never have made it without the help my colleagues and friends have rendered. Some of them think that they have done nothing, but their, and your, moral support means a great deal. So I say "thank you" for paying your \$3.60 to come here today to see me get this Award. Thank you for your faith in me.

I also want to say to my ex-Boss that he need not think that he is going to put me on a shelf. In the first place, he can't lift me up there, and I am not going to get up there by myself, but am going to be seeking and seizing every opportunity that presents itself to do service to my fellow men.

## ADDRESS TO MEMBERSHIP LUNCHEON

E. W. Christiansen, Director

New Zealand Foundation for the Blind, Auckland, New Zealand

Dr. Yoder, Mrs. Johnson, Distinguished Guests and Members:

Thank you for your very fine introduction. It makes me feel a little more nervous than I was before you started. I am not used to having the pleasure of speaking to such a large gathering as this. We have a relatively small country, although our work is every bit as dedicated and interested as you are.

I think before I continue I want to take you up on this history question of yours. If you can arrange to alter your geography, I shall arrange to alter our history. You see, there are 1200 miles of ocean between Australia and New Zealand, and I would not like to place Virginia up in Nebraska. But I shall forgive you.

It is a pleasure to be here to speak to you. I notice I am down on the program to give an address. To me, an address is something very formal, something that one should say that leaves a message in everyone's heart. I do

not intend to do that, to try to outdo some of your own speakers, but I will take the opportunity of telling you something of our program as we operate it in New Zealand.

Firstly, perhaps you might wonder why I, from a country so far away, am a member of this organization. I ask you only to think back as far as last night to the address given by your new Executive Secretary. Take heed of what he says, and act upon it. This is your organization; if you work for it, it will work for you. And if it works for you, the work of the blind in this and other countries can do nothing else but progress.

Now in New Zealand we attempt to do what we can for our blind community. We do not attempt to look after them from the cradle to the grave; that is not our function, and I do not think it's anyone's function. What we attempt to do is to do or make them what I consider, myself, a normal citizen doing a normal job. That's our function in life. Our

organization was started in 1889, so as years go, it is a fairly lengthy one from a service point of view. We commence with the registration program that we are able to say, without fear of contradiction, covers 95 to 98 per cent of the blind people in New Zealand. This has given us the opportunity of studying statistics of the causes of blindness and to know where best to spend what monies we have available. There is no compulsory registration in New Zealand; the only compulsion is that every child on reaching the age of six must attend some school. Now if that child happens to be blind or if sight is so insufficient as to warrant his going to a blind school, we automatically will catch up with him around about that date.

In the last 15 years I have had not one child come into our school that we have had no previous knowledge of. That does help us tremendously, because in operating our welfare service we divide our country into 15 regions. We have established in each region a resident welfare officer, who must, or she must, whether blind or sighted, visit every person in this region at least once every three months, and send to us a formal report of the house that they have so visited. Now, because the regions are fairly large, we also break those down into subregions, where we have what we call advisory committees, or advisory councils. They are, in the main, small groups of businessmen, who might be members of the Lion's Club or Rotary Club, of some other service club, that would cheer that small group. They in turn will contact and provide a social service to the blind people in that area so that, just because they are separated from any actual service program, they do not feel isolated in any way.

We can also keep fairly up to date with information that is required to continue our program in other respects. For instance, we operate the only national, actually the only, library for the blind in the country. All Moon, Braille and Talking Books must go out through this particular source. To insure that the recipients are getting the service they want, we have these "committees and welfare officers," as we call them, "home teachers" as you call them. It insures that we do not fall by the wayside. And, believe me, these com-

mittees of businessmen are very critical in their outlook, very critical in any failure of service that we might make. We will want it that way, because it is the only way we can continue to give the service as it should be.

We do not have large numbers of people, as I mentioned before, as you have in the United States; our total population in New Zealand is only 2,500,000 people. We have 2,700 registered blind people. Our registration is up-to-date within seven days, at any given time. We maintain a complete check of all passings away or new registrants or any fallings by the wayside. We can also give you a detailed analysis of ten different causes of blindness at any particular time, and what areas they come under. We find that we can do this only because the ophthalmologists and doctors in the country will supply us with the information we require. It has been a long up-hill battle to get it, but we have got it, and, quite frankly, we got it by blackmail. Our ophthalmologists do not have sufficient funds to carry out some of their programs. For their prevention of blindness program we have supplied them with those funds. But we demand their pound of flesh in return and we get it by getting notification of those cases that should come before us. In return, apart from the funds we supply them with for some of the programs, we are able to give them details of any particular type of blindness that they might require. Where they can get notification from overseas, or in their own research programs, that there is some method of saving sight by surgery or some other means, they can telephone us and, within a few days, we can tell them the number of cases of that particular type of disease, what part of the country it is coming on, and who the pharmacist is that is attending that case.

We do not divulge the names without permission of the blind person concerned. We consider that our registration is a personal matter to the blind person and is not to be divulged without their permission. But, in only very, very few cases, permission is withheld of the name, because the patients realize it is helping others who are coming after and might perhaps in turn save sight for someone. We operate after our welfare service comes

into being, particularly on the children's side, a small preschool unit where those children that require a little bit of extra help before they go on to formal school are brought in. We do not believe in taking the child away from home if it can be avoided. There is nothing any institution or any organization, it does not matter how good it is, can replace in the way of home love. We want to see that preserved; we do everything we can to preserve it. And those children that do come to us a month or two to six months prior to going to formal schooling come for very special reasons.

Because of the geography of New Zealand, we operate a residential school in the main, although we do have a few day pupils coming to and from in the near suburbs. That residential school is operated at what you would probably call grade level. When I took over I found that all education was promoted through our school right through to the university. I do not think that is quite good in our particular circumstances. I felt that if we operated through the grade school level, then integrated our children into what we call secondary schools, what you call high schools at that level, they would have a better chance of being able to fit into the general program of living. They would not feel that they are virtually social outcasts after having lived under the sheltered policy and then have to go out in the world.

That program under our conditions has worked out exceptionally well. The reasons I feel are this: we still retain the children on a residential basis. They go out to normal secondary school during the day, and we provide during the evening, four evenings a week, a special team of teachers who come in and give them two hours coaching on their day's subject, so that they are able to keep up with the rest of the school. In the main, we have been very, very successful in that project. It also helps us when we come to the next stage, that is, placement. Placement in this field professionally, wherever it might be, depends: firstly, on the person you are placing; secondly, on the placement officer, and what you have been able to achieve prior to that.

The integration of our children at secondary school level has basically achieved what we

set out to do. It has given them the knowledge of how sighted children operate, why they think this, and why they think that. But the greatest thing that it has done is giving the sighted children the knowledge of what a blind person can do. A blind person, properly coached, all things being equal, has no more limitation than a sighted person. It is also a help later on when these other sighted boys who have gone to school have reached executive positions in industry, and our placement officer goes along and says, "I have a boy here who will fit into your program." He does not have to sell them beyond that, because he went to school with the blind boy and he knew what he could do.

But you cannot carry that program out unless the blind child has had the basic educational grounding that will fit him into the program. Do not make the mistake, as I did once, of sending a boy to school when he could not cope with it. That not only frustrated the boy, but frustrated the teacher and nearly destroyed the program. Make sure you are doing the right thing by both sides, because it is both sides that count.

On the normal secondary school level, we will transfer the boys and girls to university if they seek university education. From the university, if they want further education, we will finance the program overseas. I have two boys in England at the moment. Each boy will cost me about \$9,000 by the time he returns to New Zealand. That is a large amount in anyone's language, but, if we can spend \$9,000 on higher education over a period of three years, we can save \$39,000 over the next twenty years or thirty years, because we have an independent citizen. And is it not better to look at it that way, than what it is costing you today. Look at what it is costing today, and then assess it against what it is saving you tomorrow. I think that is the better way of looking at it.

For those who have not the academic qualifications to go up into university, we provide a workshop program. It is what is normally called a "sheltered workshop." It is not a "terminal workshop." Both names I hate and deplore, and I think the sooner they are tradicated from our work the more progress we are going to have. I can see no reason why any

person, however handicapped, should have to go into a sheltered or terminal workshop. Immediately they step inside these doors, you have caused a psychological problem that you cannot get over. You have told them, in effect, that they are only half use to the community, or 25 per cent use to the community, or no use at all. So you have found a niche for them where it does not really matter. It *does* matter, if you can send a boy out to industry to work in industry as a economic unit. There's no reason why he shouldn't work in an ordinary workshop for the blind, as an economic unit. Even if you have to increase your sighted staff so it becomes par with the blind staff, what does it matter? If you can cut your losses, as I have done, from 40 per cent on my annual turnover to less than 10 per cent on my annual turnover, I have got 30 per cent more for the rest of my program. And is it not that worthwhile? Is it not worthwhile to the worker to feel that he is an economic unit, rather than a person forced to be employed in some workshop especially designated for handicapped people? Let us get our thinking straight, for goodness sake.

For those who have reached the stage where they no longer wish to go on an employment basis, we have our residential homes for old people. They are situated in different parts of the country, to meet the need as it arises. We try not to introduce any type of community living, because again I think that destroys the community as a whole. We feel that only those people that really have to go to a residential home should go; we prefer to maintain them in their own residences on a welfare basis if we can. And that is part of the job of our traveling welfare officers to see that that is done.

But, unfortunately, age takes its toll of all of us, and there are times when there is nothing else left. So we do have three old peoples homes, one as a double unit, serving both men and women in the South Island, while the ones in the North Island have two separate buildings. We have built these homes on what some people call a luxury basis. Now it depends on what your idea of a luxury basis is. To me, it is not; it is normal living. I can remember when I was younger and single living at home, what I wanted

most was a bedroom of my own, that I could sleep in, that I could work in, that I could do what I like in it. Because I got old and lost my sight, is there any reason why I should have to go into dormitory living? I do not think so. For a start, it is not economic, and most program directors are concerned with the economics of the thing. We have built in the last two years two homes holding 250 in all. Each room is completely self-contained, has its own hot water, its own shower facilities, is carpeted wall-to-wall, and has all the facilities you would get in a normal home. It is the type of living that we are entitled to in our old age. And I do not care who it is, you are entitled to some privacy at that stage in life. To those directors of programs who are worried about the economic side, let me assure you of this, do that, and you will cut cost. Because the occupant of the room will take a pride in his place, and you can cut your serving staff by half. They will look after their own room in such a way that you will not have to worry about it, and you will find the economies of a program of that nature really worthwhile.

I mentioned placement a while ago. Placement to us is a very, very important thing. Today I am in the happy position of saying that I could do with another 40 people in my sheltered workshop. I do not have enough people to meet the demands that are made on that factory. And the reason is that we have been successful in our placement program to the extent that over 60 per cent of our employable blind people are out in industry. My workshop manager nearly breaks his heart every time I take another man away from him. But if I could close that workshop, that would be the finest thing I could do in my career—if I could close it and say that every blind person is where he should be working in, with, and for the community. That is my object, and the sooner I can close it the better. But still, while it is operating, let us operate on an economic basis.

Now by placement I do not mean putting a person into a job for thirty days and saying I have a successful placement. My placement officer has to come back to me at the end of two years and say a boy is placed, completely, firmly and definitely placed; he has held his

job down for two years. That is what I consider placement. I am not looking for statistics that will show me so many people placed in so many days. That does not interest me. Statistics at times are good, at times they are bad; but give me any good accountant and he can give you any statistics to give you any answer you want. The only answer I want is complete rehabilitation; figures do not matter. And to achieve that, we figure a man or girl has to be in a job at least two years. I do not think it is fair on the employee or the employer to have a lesser time. The fact that we have been able to do it is very gratifying to us, but I am not here to tell you what you could or should do; I am just trying to explain to you some of the things we do in New Zealand, and how and why we do it.

Now I promised your chairman I was not going to speak longer than fifteen minutes. I recently attended a conference down at Florida. I enjoyed it very much. This is my third visit to the United States, and I hope I shall be over again about '64, because I find that the only way I can keep my program up-to-date is to see what other people are doing, learn by what they are doing, and so put into operation my program.

There is one thing I have thought about a lot of times. Not long ago before I left, a little girl of six asked me to try to explain to her what an image was. She had never been able to see. I found it very difficult to explain what an image was. I knew what it was—to look at my face in the mirror every morning and shave it, that to me was an image. I know what an image of fantasy is, but to sit down and try to explain it to a little girl is pretty difficult. But it did give me this thought, looking at my own image

everyday in the mirror and shaving it, not too pleasant a thought sometimes—but there we are, it has to be. But it is an image I am growing used to. To me, it does not alter very much. It is an image to me that is a visual one. Now all of us, it does not matter who we are, have an image of our work, we have an image of our program. Do not let that image be like your face, grow old with you. Reevaluate it now and again. See that you have the right image.

And get behind and make sure that the changes that you intend to make are made. Just do not think about and make paper changes, because that is not going to do anyone any good. If the image today does not bear up with the image tomorrow, do not hesitate to scrap it, because nobody is going to pain you or put you over the barrel because you had guts enough to scrap what was good enough for yesterday. Scrap it and make it good enough for tomorrow. That is my aim in our work.

I hope when I see you again next time, if I have the pleasure of coming, (God willing I shall be here at your next conference), I hope that I can say that some of the things I told you last time have not worked out and I have scrapped them and instituted something better. Let us look forward to tomorrow; do not let us look behind. I know there is no future in the past, but I also recognize there is no past without a future. Let us combine the two and do a good job.

Thank you for the pleasure of letting me talk to you. I do thank you, sir, for the very attentive hearing I have had. It is probably more attention than I deserved, but it has been a pleasure to be with you and enjoy your hospitality.

## AMBROSE M. SHOTWELL MEMORIAL BANQUET

The Annual Shotwell Memorial Banquet was held in the Rainbow Room of the Pick-Carter Hotel on the evening of July 12, at 7:00 p.m. Mr. Jansen Noyes, Jr., President of the American Foundation for the Blind, New York, New York, was Toastmaster. The honored recipient of the Ambrose M. Shotwell Memorial Award was Miss Mary E. Switzer, Director, Office of Vocational Rehabilitation, Department of Health, Education, and Welfare, Washington, D.C. Presenta-

tion of the Scroll was made by Mrs. Lee Johnston, Executive Director, St. Louis Lighthouse Society for the Blind, St. Louis, Missouri, and of the Medal by Dr. Peter J. Salmon, Executive Director, Industrial Home for the Blind, Brooklyn, New York, both of whom are previous recipients of the Shotwell Award. (See pages 148-153). The speaker of the evening was Mr. Charles L. Harrison, Associate Warden, Boys Industrial School, Lancaster, Ohio.

### PRESENTATION OF AMBROSE M. SHOTWELL MEMORIAL AWARD SCROLL TO MARY E. SWITZER

Mrs. Lee Johnston, Executive Director  
St. Louis Lighthouse Society for the Blind, St. Louis, Missouri

About twelve years ago, I heard a talk given to the members of the States' Council in Washington by the then newly appointed Director of Vocational Rehabilitation, Miss Mary E. Switzer. It was a dynamic talk ending on a high note of spiritual inspiration.

I said to myself then, "Here is a leader—a person with the ability to think deeply, to express herself clearly, and to lead others to aspire to far greater accomplishments than they have ever had."

This was my first impression of Mary E. Switzer, and I found in talking with many others afterwards that they, too, had been deeply stirred and were rejoicing in the good fortune which had given us such a leader in the work of rehabilitating the handicapped of the nation. The thought did come to me that, perhaps, being a woman, she might not be so wholeheartedly accepted by many men who had been administering state programs for many years, but in a short time it was apparent that the respect, admiration and love in which she was held was universal.

Miss Switzer has not belied our first im-

pression of her but, instead, has led us on to far greater heights than we would have believed possible. Ever since her graduation from Radcliffe College, Miss Switzer has lived a life of ever-increasingly, more devoted, and more important service for the good of mankind. Her influence is felt both nationally and internationally, and many high honors have been bestowed upon her. Perhaps Dr. Salmon will tell you about some of those—the recital is long. I should like to talk about Miss Switzer's great accomplishments for humanity in the United States and world-wide.

She started her Government career in 1922 in the Treasury Department and, after holding several administrative positions, she was appointed Assistant to the Assistant Secretary of the Treasury, in charge of the Public Health Service, which was then in the Treasury. This service in the health field led to a deep interest in health and welfare, and, when the Federal Security Agency was established in 1939 to concentrate on health and welfare problems, Miss Switzer became Assistant to the Federal Security Administrator.

Miss Switzer represented the United States at the First International Health Conference, which developed the Constitution of the World Health Organization. She also was a member of the American Preparatory Commission for the First World Congress on Mental Health and of the U.S. delegation to the Congress in London in 1948. She has also attended several international poliomyelitis congresses.

She served on the U.S. delegation to the Second World Health Assembly at Rome, in 1949, and has represented the Office of Vocational Rehabilitation at the past three World Congresses of the International Society for the Welfare of Cripples in several European capitals. In June, 1959, she attended the First Mediterranean Conference on Rehabilitation, in Athens, Greece, as an official delegate of the United States, as a representative of the U.S. affiliates of the International Society for the Welfare of Cripples, the National Society for Crippled Children and Adults, and the World Rehabilitation Fund.

Her wide knowledge of health problems is a valuable asset in the Office of Vocational Rehabilitation, for, without health, vocational rehabilitation would be impossible. Much stress has been placed on the physical restoration aspects of the 1943 amendments to the Vocational Act.

For the successful passage of the 1954 amendments to the Act, which broadened the law to embrace community resources in the rehabilitation of the handicapped, we are indebted to Miss Switzer for her wise and careful planning, her generalship, her own prodigious efforts in impressing upon the Congress the enormous value to the nation of restoring to productive ability the many thousands who, instead of being useful citizens to themselves and to their communities, were inactive because of some physical disability caused by birth, disease, or accident. We are honoring Miss Switzer tonight, not only for the broad aspects of her work which have raised the number of rehabilitants from 59,597 in 1950 to 92,501 in 1961, but especially for her consistent interest in the programs for rehabilitation of blind persons. The number of visually handicapped rehabilitants rose in those years from 7,151 to 10,175. This phase of

her work has always commanded her special interest, and by her wise counsel she has helped many State directors to solve knotty problems and to improve and expand their programs. Those of us who have known her well continually marvel at the vast amount of work she is able to do—Congressional hearings, talks to groups, writings, attending meetings all over the United States and in many parts of Europe—in short, furthering the cause of rehabilitation whenever and wherever possible. She has guided the Office of Vocational Rehabilitation through a period of great expansion and widened influence.

One asset she has is unique. Not many have it—one of our Missouri Senators is said to have it also. Few people can write a speech, glance through it a time or two and give it verbatim with no notes, and with all the fervor she felt when she wrote it. I have sat with the typed copy in my hand and followed it word-for-word, but when I commented, she tossed it off with, "That's what they pay me for".

I have told you about Mary Switzer, the humanitarian. Now I should like to speak of Mary Switzer, the person—and the reasons for which she is so deeply loved: her innate goodness; her kindness; her generosity; her accessibility — she never holds herself aloof from people who need her counsel and help; for her quality of artistic imagination; for her literary abilities — her many stimulating writings — her "Random Notes on the Director's Reading" which appear in the *OVR Bulletin*, which amount to deeply penetrating book reviews; for her public spirit in her own community, to which she contributes so much of her own time and effort and leadership.

To a very great woman whose vision encompasses the betterment of all the handicapped, and who has followed in the footstep of her Master in her ministry to "the lame, the halt, and the blind", whose dynamic personality and exalted leadership has inspired others to greater accomplishments, to Miss Mary E. Switzer, our very dear friend, I have the great honor and privilege to present, in behalf of the Shotwell Award Committee and the members of AAWB, the Ambrose M. Shotwell Scroll.

American Association of Workers for the Blind, Inc.  
American Federation of Workers for the Blind, Inc.



July EXTEMBER

# Mary Elizabeth Switzer

MEMORIAL

in the City of Glenwood, Ohio, on this twelfth day of July in the year  
of our Lord 1925.  
Groverose Mary Elizabeth Switzer Memorial

For action to liberate humanity from tyranny, especially the蹂躏 of  
progresses of mankind, am presented to you this  
highest distinction, and determination to include blind people in all  
progresses of mankind, am presented to you this

## AWA Awards Committee

Chairman, AWARDS COMMITTEE  
John C. Gandy, President

Julia DeGrazio  
EXECUTIVE SECRETARY

## PRESENTATION OF AMBROSE M. SHOTWELL MEMORIAL AWARD MEDAL TO MARY E. SWITZER

Peter J. Salmon, LL.D., Executive Director  
Industrial Home for the Blind, Brooklyn, New York

Mr. Toastmaster, Mr. President, Ladies and Gentlemen:

I am burned up — this conclave has taken an altogether different slant than I understood. I have now had to discard a lengthy speech, loaded with invective innuendos, insults and irreverence. In fact, on one outburst I had referred to the guest of honor as a Republican.

Even the Toastmaster is in on this slanted meeting. You probably noticed that he is listed as "Jansen Noyes, Jr." I am not taking issue with the "Jansen Noyes" part, but why does he have to keep flaunting that "Jr." in front of my face? When you get right down to it, what real difference is there in his age and mine — a mere 25 years, which I think so little of that I have wasted these 25 years in a life of ease and luxury. And you will notice how careful I have been here. I did not say that Jansen Noyes is younger — that, I prefer to leave to your own good judgment to ponder over.

Lee Johnston, as you might have expected said all of these very nice things about the guest of honor — they are all true. But why drag truth into an occasion such as this? Why, indeed? The answer is that Lee Johnston just has the annoying facility of telling the truth — she will never make the grade in life. Incidentally, one of the good things about World War II, aside from the fact that I was not allowed in it because I was a coward, was that Lee Johnston and I traveled together — separately, of course, back and forth across the United States. It was then that I learned of the unfortunate penchant she had for ethics and veracity.

Now we get down to me. Why am I here? A very good question, indeed. Why are so many of the employees of the United States Office of Vocational Rehabilitation here? They all have to attend. You think they all

love *Mary!* — I am sorry, I misread that — You think they all *love Mary?* Don't be foolish. They have their jobs and want to keep them — and that is why I am here, too; because actually, believe it or not, I am an employee of the United States Office of Vocational Rehabilitation — a consultant — for which honor I have just had to divest myself of vested interests, even such innocuous do-good movements as membership in the John Birch society. I am not allowed even to eat any of his brother's candy. Also, I am an ex-member of the Advisory Council on Rehabilitation; I was thrown off of the Council and replaced by one Father Thomas J. Carroll. You see the problem, I am sure. The guest of honor, whom we generally refer to as "The Boss," liked Father Carroll's involvement in depth psychology, his launching of perapatology, and his great belief in tiflogy, better than my test patterns, mobility, and my lack of a substitute for his tiflogy, which I, like you, don't understand what it means at all—unless President Jake Jacobson has the answer in his great knowledge of geriatrics — and geriatrics, as Jake understands it, is the process of growing younger after you are 65 years of age until you have attained second childhood. Anyhow — regarding the Advisory Council — Justice and right and truth have prevailed and I have been vindicated. The Council has just never been the same since I resigned — by request, because I could not keep pace with The Boss, who demands a full day's work for a full day's pay.

Of course you know, in all that I have been saying thus far, I have been fooling with you, Jansen Noyes and Lee Johnston have just scratched the surface in their praise of Mary E. Switzer. I, too, can only try to do the same. For how does one enumerate a lifetime of good deeds? — of human service, and of love and devotion to one's fellow man? This is what our guest of honor has done. "Thou

shalt love thy neighbor as thyself." This is the second part of the first Commandment, and it has been part and parcel of her life over these many years.

Loving neighbors is not always easy. Some resist you altogether and others turn against you for providing the love that they need. Too few are grateful for your efforts. But life was never meant to be a path of roses. Each of us, it would seem to me, was put here on earth for some work that we are supposed to carry forward. Blessed, indeed, are those who do find their real purpose and make it their lifetime work. They are thrice blessed as are those who are the beneficiaries of outstanding leaders such as our guest of honor, Miss Mary E. Switzer.

I would venture to say that when Mary was living in Boston and vicinity where she was reared, and where she graduated from Radcliffe College, she had no idea where the unknown future would lead her. No idea, in fact, that she would be so high in the official Washington family of Government — that she would start her Government career in the United States Treasury Department and that she would advance to one of the highest posts as Administrative Assistant to the Assistant Secretary who was in charge of the Public Health Service Program, then a part of the United States Treasury. She could hardly have dreamed that, because of her work with national health and welfare matters, when the Federal Security Agency was established in 1939 she would be appointed to concentrate on health and welfare programs, that she would be asked to join the new agency as Assistant to the Federal Security Administrator. And, how in the world could she ever have known that in 1950 she would be made Director of the Federal Office of Vocational Rehabilitation at a time when the programs on rehabilitation were being expanded? In 1954 she was one of the leaders who helped to shape the Magna Carta in work for the handicapped known as the "Vocational Rehabilitation Act of 1954."

Just to mention some of the honors that Mary E. Switzer has received, perhaps, will indicate the magnitude of the activities in which our guest of honor has been involved in over the many years. She has been honored by Tufts University, Gallaudet Col-

lege and Western College for Women, Adelphi College on Long Island, Boston University and Duke University. From the Women's Medical College of Pennsylvania she has received the Doctor of Medical Science degree. She is a member of the Board of Overseers of Brandeis University. She is a Trustee of the Menninger Foundation; a member of the Board of Directors of the Association for the Aid to Crippled Children; Trustee for the Easter Seal Research Foundation; holds honorary membership in Phi Beta Kappa, the Psychiatric Association and the American Congress in Medicine and Rehabilitation.

Our guest of honor was President of the National Rehabilitation Association in 1960-1961, and elected President of the American Hearing Society in November 1961. One of the most significant of all the honors that Mary E. Switzer has received is the President's Certificate of Merit — the highest award given to a Civil Service Employee. And, finally, she has played an active roll in her own home community of Alexandria, Virginia, as a member of the Board of Health, the Board of Trustees of the Association for Retarded Children, and the School of Nursing Committee of the Alexandria Hospital. These are all in addition to a full-day — a full-night — and a weekend schedule of work in connection with the United States Office of Vocational Rehabilitation.

No one knows people, or more of them, than Mary E. Switzer. No one knows the handicapped better than Mary Switzer. No one has more heart and a mind for the severely disabled, than does our guest of honor. Hundreds of thousands of handicapped individuals throughout the United States have benefited through her dynamic leadership, her persistence in carrying forward programs on their behalf, and her ability to surround herself with a staff that is not only hard working, but completely dedicated and knowledgeable. She would be the first to throw the credit to her staff and to her advisors, and yet they would cast the ball right back to her because, without her leadership and the manner in which she carries forward the many facets of the services of the United States Office of Vocational Rehabilitation, the whole program could lag and linger. Instead, it is recognized by Congress and by the highest

authorities in Government as one of the most vital, progressive and meaningful programs in behalf of handicapped persons—and that it produces dividends in dollars, but, more to the point, dividends in the reclaiming of human beings and placing them in a position to carry forward, and to attain their best potential in Society. In short, Mary Switzer is both their inspiration and a dynamic force in the era in which both are essential and

needed. We are grateful that the American Association of Workers for the Blind has the opportunity to designate Mary E. Switzer as a recipient of the Ambrose M. Shotwell Award.

It is my happy privilege to present you, Mary E. Switzer, the Shotwell Medal, which I hope will be a lifetime remembrance of esteem and affection in which you are held by all of us, and please include me in a very special manner in this group.

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## GROUP MEETINGS

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### GROUP 1

Administrators and Executives of Public and Voluntary Agencies  
Serving Blind Persons at National, State and Local Levels, and  
Board Members of Governing Bodies

### FUNCTIONAL DEFINITIONS OF IMPAIRED VISION: THE IMPLICATION FOR SERVICE PROGRAMS

#### THE PHILOSOPHICAL VIEWPOINT

Reverend Thomas J. Carroll, Director  
Catholic Guild for the Blind, Boston, Massachusetts

According to your program, I am to give the "Philosophical Viewpoint". When I first accepted the invitation, it was with the feeling that this was somewhat high-sounding — that it would make me pose as something of a philosopher — a title to which I make no pretense other than in the crackerbarrel sense.

But you never know how the word "philosophy" is being used. When I looked closely at the total program for the afternoon, I saw the line-up of the first three talks — first, the Philosophical Viewpoint, then the National Viewpoint, and last the State and Local Viewpoint. I take it that the order refers to a relatively decreasing geographical area. In which case, "philosophical" has in this context a feeling of the global, not to say the universal. For once, then, you will forgive me if I get into outer space.

What I intend to do once again is to quarrel publicly with a word — the word "blindness". This is a quarrel which is not new to me. Nor is my quarrel new to some of you. I can only apologize to those of you who have seen this particular match before.

I quarrel with the word "blindness". Don't misunderstand me. I am not one of those who tries to find substitutes for the word to describe the condition of those who cannot see. I hold no brief for escape words, such as "sightless" or "unsighted". In fact, I think the word "blindness" is an unbeatable word to describe *blindness*.

But, it is too strong a word, too widely accepted a description, and too definitive a term to be allowed to lose its meaning by being used to describe other things. I quarrel, then, not with the word, but with what I consider its misuse, in its broad application in this field to describe conditions other than blindness.

If I am supposed to be giving the philosophical viewpoint, then perhaps some definition of philosophy is necessary. WEBSTER's gives this, among others: "the body of principles or general conceptions underlying a given branch of learning or major discipline". We agree that our science is seeking more knowledge, that it strives to reach truth. To this I would add the sub-principle valid in any science: that, in any field of human ef-

fort toward learning, there must be communication, and that one of the multiple factors in communication is *accurate* and *mutually accepted* definition of terms. "There must not be more than three terms in the syllogism."

I submit to you that our most basic terminology is miselading. It does not communicate, but too often obfuscates. (I have used that word in writing before, but never in a talk, so in preparing this talk, I stopped after writing it to see which is the preferable pronunciation. I discovered that either is allowable. But I also discovered something else of which I had been ignorant; the dictionary gives as a final meaning: "to dim, as sight". You never know what you will stumble on when you are involved in the definition of blindness.) My claim is that the very words "blind" and "blindness" are misleading and obfuscating, when we spread them out to cover a whole range of visual impairment — no matter how serious that visual impairment may be.

In one way or another most of us represent the public. Whether ours are voluntary agencies or public agencies, to a degree we are not only dependent on the public for funds, but in some way we represent our publics in the spending of those funds. Yet, I am utterly convinced from informal surveys over the last twenty-four years that the public's definition of blindness is a much more restricted one than that which we use among ourselves. The public is supporting something different from what it thinks it is supporting! This does not imply dishonesty — but it does suggest a major failure of communication.

Now, time and again, when someone has attacked the definition of blindness which we use as being too broad — in including large areas of partial sight — many have reacted strongly, with the belief that the attacker is unsympathetic to the partially sighted, that he does not recognize how severe an impairment it is.

I would like to answer this objection before it arises. Partial sightedness is a severe and frightening handicap. In some of its forms it leaves people moving in a world of distortion, where people are blobs, and the world a shapeless thing — where frightening objects rise out of nowhere, where contrast is first a

blessing and then a curse, where apparent security is fraught with danger — and where only those who are also partially sighted can understand. It is a world of little sympathy, of multiple misunderstandings, and of hopeless efforts to explain.

I strongly believe that partial sightedness is a major handicap. I will even say what I have said on other platforms before (even though I know that some are going to misunderstand what it is I say): *in some ways* it is a more difficult handicap than blindness. I repeat it, and I ask you to listen carefully: *in my belief, in some ways partial sightedness is worse than blindness.* But it is not blindness; and while just about every blind person I know would be glad to swap positions, I have yet to meet the partially sighted person who would willingly give up the little sight he has.

If we ever work out a better definition, the partially sighted must certainly receive training, rehabilitation, and any other necessary benefits. The only point is that we should not call them "blind" since they are *not* — except through our arbitrary definition.

Actually within our present definition are many different handicaps. For certainly there is a major difference between 20/200 and that vaguely defined area of 3/200; and there are many differences in the degrees between.

The confusion that exists includes such words as "blind"; "legally blind" (to me its contrary will always be illegally blind); "partially sighted" (some take the word to 20/200; others carry it all the way to 20/70); "industrially blind" (no relation to industrial accidents); "visually handicapped" (I wear glasses myself) — and then the words like "partials", "semis" and the rest. And there is the term "economically blind" (perhaps descriptive of those who bought stocks on margin in mid-May).

In all the list of words, only one has a sharp definition: "legal blindness" — and even this definition differs from country to country, and even from state to state — nor is it known to those outside our particular field.

I have spoken about the failure to communicate with the public. I am even more worried about the failure to communicate with each other. Many of the reports which we

read are suspect; many of the books are spoiled, by including in their list of blind many who have varying degrees of sight. Even agency reports of placement seldom make any attempt to keep the two separate. Newspaper reports from other cities often impress the naive with their stories of the feats of blind men, when they are actually referring to those with vision. (And families or friends, if they have not used these to shame blind persons for not doing the same thing, have at least often wondered why.) And so it goes. You all know of the reports of athletic events in schools for the blind! In a word, the failure of definition, leads to a failure of communication, and the failure of communication makes the achievement of accurate knowledge more difficult for all of us.

As for those actually blind, I believe that they suffer — not merely in placement — but in the comparisons made between them and other supposedly blind people who they know are not blind. And I know that often there is a deep-lying resentment awakened because of this.

But the partially sighted often suffer, too, from the lumping of them into the definition. It is not merely the things which I have said. But above all is the fact that perhaps the greatest handicap that they have is in being labelled "blind". Here, too, one finds psychological problems resulting directly from the definition, including also a sense of guilt at getting credit where they know that it is not due. It is no wonder that Dr. Louis Cholden, along with just about every other psychiatrist who has worked in our field, found an underlying psychiatric hostility between the two groups.

It is Dr. Hoover who first pointed out that one of the reasons for our terrible failure to develop mobility programs for blind persons in past years was undoubtedly the presence in the residential schools of so many partially sighted students who could act as guides for the totally blind when they were going off campus. On the other side of the coin, I would suggest that our failure to train the vision of the partially sighted has resulted in no small measure from our equivocal definitions. Thus, I believe progress in our field has been seriously hampered.

Yet the blame for this need not rest wholly in our field. No small part of the problem has been the great distance which in the past separated the ophthalmologists and the other experts in optics from our field. For too long the interest of the ophthalmologist was restricted to the two important areas: saving remaining vision, or restoration of vision in ways which often prove dramatic. Or his office practice in the prescription of correcting glasses was too directly concerned with the ability to read. Fortunately, we have seen and are seeing the change in all of this — thanks in no small measure to the rehabilitation-ophthalmologist who sits on this platform today — Dr. Richard Hoover.

But, in the meantime, we in our field have become enamored of Snellen measurements and their equivalent. We have canonized them, little realizing that we can expect little accuracy from them below 5/200. Now various groups and committees are at work attempting to work out better tools for us — more accurate means of communication.

Take for the moment the measurement of "3/200". I do not suppose there is anyone who has been in our work for any length of time who has not seen the vast "operational" differences between various people who have all received the label of 3/200. I learned early from people who had been in the field much longer than I that the difference was that (although all had the same amount of vision) one "used his sight better" than another, another "used his sight" less efficiently. More recently some have come to refer to this as "functional vision" — a term which I consider horribly misleading, since psychiatry and psychosomatic medicine have already preempted the term "functional" to refer to an impairment which is not organic, but psychic in origin.

In the last decade, I have come to a strong belief that before we can really embark on the measurement of "operational" vision we must greatly sharpen the tools we are using to measure the actual objective vision.

Thus, if we consider closely the differently operating 3/200 persons, we see numerous possible differences in the actual objective measurement. Is there no difference between what I refer to as a blurred (or distorted)

3/200 and a dimmed but non-distorted 3/200? What of the 3/200 with a relatively full field and the 3/200 with an upper quadrant defect, or the one with a lower quadrant defect? What of the 3/200 with good color vs. the 3/200 with serious color loss (and what difference is there according to the kind of color blindness or color loss that one finds)? How compare the 3/200 which is static with that which is failing, or with that which is fluctuating? And what is the comparison between the 3/200 for whom light is salvation with the 3/200 for whom it is paralyzing?

These are examples of things we have to know for progress in our field, even for the understanding of people we are dealing with.

And these are things we must know before we can make any real progress in defining "visual efficiency" — or in doing anything about it.

When these and other measurements like them are known to us, when they have been made known to the practitioners in the field and been subjected to their experienced observation, then we are ready for the next step forward.

In fine, the philosophical viewpoint — at least this philosophical viewpoint — is that the body of principles or general concepts underlying work for the visually handicapped must quickly be supplemented by a body of fact to operate on — and a body of language which can communicate the facts.

## THE NATIONAL VIEWPOINT

Milton D. Graham, Ph.D., Director  
Division of Research and Statistics  
American Foundation for the Blind, New York, New York

There are many recent developments, and many more to come during the next ten years, that can benefit the U. S. visually impaired population. If present laws and regulations setting a single inflexible "legal definition of blindness," however, are adhered to, many of these developments will be partially enjoyed, if at all. Let me outline a few of these developments, and leave it largely to your imagination how they will affect services to blind and visually impaired persons, if leaders in the field of providing services use ingenuity and foresight.

The most obvious development in the decade 1960-1970 will be *population growth*. The number of young blind (to age 20) by the most conservative estimates will double in this period, due largely to two factors: (1) blindness and visual impairment is a function of population and (2) the "war-baby crop" will in the mid-'60s begin to set up families. We know a percentage of these babies will have severe visual impairment unless some unexpected medical breakthrough occurs. Also

by conservative estimate, the aged and aging in the population will vastly increase and probably there will be as many visually impaired persons over 65 in 1970 as there are "legally blind" persons now, or about 400,000. Planners of programs and services for the young and for the aged, please take note now.

The decade 1960-1970 will see many advances in *health* that can benefit visually impaired people. Medical research has the examples of the previous decade (antibiotics, the Salk vaccine and so on) to spur it on. Significantly "comprehensive medicine" has promise of greater acceptance in medical circles since the Bayne-Jones Report to the President three years ago. This encourages medical care and treatment of the "whole man," not merely his eyes or his ears or his heart and so on. The total *functioning* of the individual is the emphasis of this trend; function will not be lost entirely to pathology. There is also a trend to more efficient use of medical organizations with greater inter-clinic cooperation and intra-clinic efficiency. At the

Georgetown University Medical School, an important course on problems of blindness is being given to residents in ophthalmology, which may serve as a model for giving ophthalmologists much-needed information about their patients' lot after they are past his ministrations. Optical aids clinics are a recent development that are bound to increase significantly in the next few years. Florida, for example, has one at the Bascomb-Palmer Eye Institute that is planning three sub-stations within the next year.

Yet refractions and fittings are not the whole problem; training, motivation and checks on functional usage must be attended to, if these clinics are to be effective. Then finally in the health field, a most significant development has been the increase of public health practices and goals. The glaucoma screening programs among school children are bound to increase; more effective detection of senile cataracts while surgery can still save sight is found to increase, again making functional use of residual vision a growing problem. The U.S. National Health Survey and the American Foundation for the Blind plan a collaborative study to estimate visual impairment among the American population, and the American Foundation for the Blind, through other research on blinded veterans and in a metropolitan community, hopes to investigate problems of function among blind and visually impaired persons, so that guidelines may be offered to handle the growing health problems of the larger visually impaired population of the next few years.

Developments in *education* during the decade 1960-1970 will undoubtedly lay stress on proficiency as never before in American history. The Russian sputnik enforced the charge that America needed to stress scholarship and ability, and developments have been several, with visually impaired students sharing this progress. For example, blind students are being trained systematically for the first time as simultaneous language translators at Georgetown University. Ability, not visual impairment, will be the emphasis more and more as new challenges are met. New equipment, such as automated teaching devices, will increase in sophistication and usage; their use by visually impaired students needs to be in-

vestigated if they are to benefit from this development. The American Foundation for the Blind's International Technological Congress of 1962 and the AAIB Research Advisory Committee have and are considering these problems. In these developments, the role and use of vision must be more clearly set forth, so that the relative importance of learning by the primary modes of sight, audition and touch for varying degrees of useful vision are clearly defined. In this connection, a most significant change in practices in "sight-saving" has taken and will continue to take place. The use of residual vision is no longer considered undesirable; indeed, emphasis is being placed on using vision as fully as possible. This trend will bring more of the benefits of general education to the visually impaired if special education will concern itself with the problems of practice and adjustment that will certainly occur as a result. The strengthening of special education is in itself a hopeful sign that advances in education will be shared by the visually impaired student.

In the *welfare* field the decade ahead will undoubtedly see greater independence on the part of aged and disabled persons through programs now being considered. Work will be encouraged by more liberal allowances for earnings by recipients of aid, both financial and in kind. Greater job opportunities among the retired and on expansion of rehabilitation programs to the aged will come. The aged, visually impaired person must be taught to use his residual vision for reading, for mobility and for employment, if he is to share these benefits fully. Service and training programs need to be expanded accordingly.

In the *employment* field, the increasing economic competition that America will meet in the world will mean further advances in personnel selection techniques, with ability and proficiency likely to be more in the ascendant. The growing number of employable-age blind may be able to compete for jobs under these selection methods, if they are prepared vocationally and are taught maximum use of sight and touch. The intensive training methods and evaluation techniques of the Russians with their younger visually impaired should certainly be carefully studied for what they have to offer us. Besides better vocational

preparation, so that better personnel selection procedures can be taken advantage of, the visually impaired in industry are bound to benefit from the growing employee-care programs, such as U. S. Steel and Dupont have had, and also from growing retirement and medicare programs, such as Kaiser, ILGWU and UMW have started. Increasing medicare programs, public and private, will benefit the visually impaired employee and retired employee both. Insurance plans may eventually largely supplant welfare programs if service and training programs look to this end.

Lastly, of the significant developments to be expected in the decade 1960-1970, none is more promising than *science and technology* which will open vast new areas to all of us. In the case of the visually impaired specifically, it was the consensus of the scientists and engineers recently assembled by the American Foundation for the Blind's International Technological Congress that, in a few years, reading machines with tactile and auditory outputs, automatic Brailleers, mobility devices of several kinds, increasingly efficient sound recordings, teaching machines and more simple aids and devices can be brought to development stage and eventually to production provided (and this is all important) we know how to train blind and visually impaired people to make maximum use of them. How the visually impaired man relates to these machines in performing his tasks will be the crux of the matter. Acceptance of machines and their capacity to add to and enhance the human's capacities through the remaining sensory modalities must be the subject of research and development, if the benefits of science and technology are to be realized for blind and visually impaired persons in the next decade.

To recapitulate some of the benefits that blind and visually impaired people might enjoy and that service programs should certainly consider in their planning:

**The young blind and visually impaired** (whose numbers will double by 1970) can benefit from early glaucoma detection and other prevention campaigns; can be taught to use optical aids to maximize their use of vision for mobility, educational and employment purposes; can be better and more exten-

sively prepared for new vocational opportunities, as the program in the USSR suggests; can be given extensive examinations and treatment and therapy (where needed), so that the rehabilitation process is begun long before they become adults and overburden vocational rehabilitation programs; and can be taught to use special equipment and devices aimed at increasing their educational, mobility and employment opportunities.

The employable-age blind and visually impaired can be taught special skills in new industries; can be provided new employment opportunities by enhancing their reading, educational, mobility and employment skills through special equipment and devices; can be provided economic security by taking advantage of (private and public) employee health, medicare and retirement programs.

The aged and aging blind and visually impaired (whose numbers will vastly increase) can benefit from rehabilitation services aimed at work for the able-bodied and rewarding recreation and leisure-time pursuits for all; can increase their useful vision by accepting cataract surgery more than has been done; can further increase vision by use (and training in the use) of optical aids; and can enjoy greater independence and enjoyable lives by being aware of and encouraged to take advantage of recent and growing advances in employment practices, health, recreation, medicare and retirement benefits.

I have been optimistic, indeed, about the future for the growing numbers of blind and visually impaired people. I leave you with only one caution: we shall have to work hard to obtain these benefits for them, we in research and development and those of you in service programs. We must look at each visually impaired person as a total human, who functions in such-and-such a way and who is capable of functioning in this-and-that way. We must measure capacities, estimate potentialities and govern our programs of research and service accordingly.

Our subject today is functional definitions of vision and its implications for service programs. I am no service program planner nor ophthalmologist, but I have a clouded crystal ball that tells me that restrictive definitions of vision will only encourage a view of visually

impaired persons as a pair of eyes or a pair of ears or a set of fingertips, not as a total functioning human being. Sooner or later, the visually impaired person must be accepted

as a functioning human being, if he is to enjoy what looks like a rapidly advancing decade ahead of us. I hope it is sooner.

## THE STATE AND LOCAL VIEWPOINT

Douglas C. MacFarland, Ph.D., Director

Virginia Commission for the Visually Handicapped, Richmond, Virginia

I have been asked this afternoon to discuss our topic from the state and local point of view. Since my experience has been entirely in State agencies, I cannot claim to be speaking for the local agency, but if we talk about services to the individual, I will not be expressing a viewpoint too far out of focus with the local agency.

In the past few years, a number of ophthalmologists and leaders in our field have discussed functional vision, and some have proposed new definitions. Anyone who is deeply involved in the day-to-day operation of an agency serving visually handicapped persons would recognize the weaknesses in our present definition, and the inequities they cause at times in trying to give appropriate services to the individual who needs them. Most of us can give numerous examples of the person who has far in excess of 20/200 visual acuity, but because of scarring, rapid changes caused by certain diseases, and countless other factors, operates almost as a totally blind individual. On the other hand, we encounter an equal number of cases where the visual acuity in the better eye is less than 10/200, but when the eyes are measured together the client sees 20/60. Such cases are the exception rather than the rule, but they are by no means uncommon. Our consulting ophthalmologist discusses such cases with me almost weekly. It is not a question of who should serve or what services are necessary or even who is best equipped to provide these services.

These questions are very much complicated by the State and Federal legal regulations on which we operate and obtain our financial support. Unless you have a very close relationship with sister agencies and have worked out agreements that are flexible, and unless

you have understanding auditors, you are in for a pretty rough ride.

At the outset, I said that I would like to focus attention on services to the individual, if for no other reason than this is the only excuse for our existence. Each person who receives services from an agency has a problem, by virtue of his total make-up, that is different from the next person, and the services rendered must be tailored to his needs or they are of little value to him.

I am in thorough agreement with the urgent need for further study leading toward understanding of functional vision and practical solutions for dealing with the various levels of sight. I also recognize the validity of having realistic definitions of blindness for purposes of pensions and disability income, but I strongly oppose any move that would tend to categorize small areas of differences and limit the amount of service that could be made available by an agency to an individual.

I do not think it is far-fetched to say that there are still some groups in this country who take our present definition of 20/200 and use it to straight-jacket the client to a cluster of services rather than accepting it as a rule of eligibility that entitles the client to assistance in achieving his own goals, in the manner in which he chooses. One graphic illustration of straightjacket service is the number of children in past years who were taught Braille exclusively if their vision was 20/200 or below. The fallacy of this type of thinking is amply indicated by a few figures from our 1962 ANNUAL REPORT.

As you know, our agency is responsible for providing education in conjunction with the local school systems to the partially sighted child as well as the blind child who can profit

by attending regular classes in the public schools. Our June figures showed a total attendance of 453. Of this number 180 are legally blind. The significant factor in the second group, however, is that more than one-half use regular print. The remainder use large print, except for 28 who are totally blind and use Braille. The number of legally blind children using regular print is increasing each year. Our Education Department is receiving a total of 30 referrals each month, and the preponderance of these children will be educated with normal print. These facts are being duplicated all over the county, and they demonstrate a very great change in our thinking.

Another interesting sidelight of our report is that 14 children in the age group below 12 years have shown improvement in vision from less than 20/200 to 20/70. I have no particular explanation to offer for this substantial change. A comparison with other statistics throughout the country might show this is commonplace, but it does give us pause to wonder what would have happened to these children if they had been arbitrarily assigned to Braille reading.

Concurrent with changes in the educational approach, we are also aware of a similar impact on vocational rehabilitation services. The ability to read normal print has opened up vast areas of employment that could not be touched without this skill. I can remember, when I first entered the field as a rehabilitation counselor, being told that it didn't matter how much residual vision a client had, if he was within the usual definition of blindness he should be trained to do the job as though he were totally blind. Regardless of the arguments pro and con on this subject, we all realize how shortsighted and limiting this approach was. There are many clients with useful vision who could not possibly learn to do a job without using their sight and, within definable limits, there is no reason why they should attempt to do so. Such efforts only lead to lower production and a confused picture in the mind of the employer as to what he can and should expect. I am not suggesting that a modicum of regular print reading makes the client a normally sighted person, any more than I would suggest a one-cylinder

scooter could be mistaken for a Cadillac. I am merely pointing out the obvious fact that there are thousands of jobs where a small amount of reading is imperative and without it you cannot hope to compete.

Education and training does not remove the disability; it lessens the handicap under which the person must work. I do not believe that there is any doubt in the minds of thinking people that those we serve, regardless of residual vision, are all severely disabled. Their ability to bridge the gap to normal production is attributable to their motivation, intelligence, and the amount and depth of training they receive. They need every bit of assistance that our nation and State resources can afford. Of course, someone will always counter this statement by pointing out individuals who succeeded without agency help or in spite of it, but these cases are becoming increasingly rare, and we can never answer the question how far they might have gone with proper help.

Research in ophthalmology, the field of optics, education, and many other areas have made blindness and near-blindness a far less formidable disability, and we have hardly scratched the surface. But no matter how far we travel down the road of progress, until we are able to restore full vision, disability of significant proportions will always exist.

If recognition and maximum use of functional vision has effected a change in educational philosophy and rehabilitation, it is not without its impact on the senior citizen. The new microscopic and telescopic lenses are but one advance which had made a substantial change in recreation of the aged. Our optical aids clinic is working with an increasing number of older persons, and has had a good deal of success. Should independent living be enacted, much more can and will be done for the older worker and the retired person, but that is another very large topic which is not on the agenda today.

In summary, I would like to make it clear that it is difficult, if not impossible, to provide adequate services to a client unless you are aware of his maximum potential functional vision and develop a plan which will help him use it. This principle should be kept entirely separate, however, from arguments re-

garding financial assistance, disability insurance, and other benefits for the blind. I would like to urge extreme caution in any attempt to change the legal base that now exists. I know that there are many who believe that some persons who are at present receiving benefits under the law should not be considered blind, and therefore are not entitled to special consideration. This feeling has grown immeasurably during the last twenty years, but we must remember that its growth has taken place during a span of higher prosperity than the country has ever known. There are many of us here today who had a good taste of other economic circumstances, and in those days a worker with 20/200 was

lost without a good deal of assistance and was for the most part considered a non-competitor in the labor market.

If we are seriously thinking about changing the entire set of definitions, and obviously there are many who believe this to be good, I would suggest that we focus our attention on broadening the present definition in order to assure adequate services to clients who are not now eligible. This would not preclude narrowing definitions for special purposes, some of which were mentioned above. Ideally, I would like to see us concentrate on providing the best rehabilitation services available and making it possible for the client to choose the agency which will serve his needs best.

## VISUAL EFFICIENCY AS A CRITERION OF SERVICE NEEDS

Richard E. Hoover, M.D.  
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"Psychologists are agreed that each person possesses the same human characteristics. They are also agreed that differences found between individuals are not due to one possessing one set of traits and another a different set. The differences found are due to these various individuals having unequal amounts of these traits, which produce assorted patterns of performance."<sup>1</sup>

It is the adequate classification of visual efficiency which particularly interests us here.

Let me begin with my definition of visual efficiency. Visual efficiency is a complex of measurable visual characteristics which, when combined with other sensory and physical characteristics, provide an opportunity to utilize sight—opportunity implies motivation or incentive.

Sensory and physical characteristics are meant to include the psychological, intellectual, and all other sensory modalities in addition to sight, as well as the motor skills and anatomical variations.

Today, I shall discuss the importance of visual efficiency and try to show you how visual acuity, especially for distance, plays only a part in the determination of visual efficiency. I shall also discuss the other visual sensory and physical characteristics involved in visual

efficiency and how these should be measured when possible. Finally I shall try to impress you with the need to measure, predict, preserve, restore and improve visual efficiency when at all possible.

The universe is bathed with light and sight, and as long as this is so, while perhaps not absolutely essential, visual efficiency will always remain important.

The most obvious examples of demands for good visual efficiency are in requirements for pilots, astronauts, crane operators, game hunters, proofreaders, accountants, etc. One of these requirements is usually good visual acuity for distance, but it is not the only one, nor is it always the most important. Sometimes, even though visual acuity may diminish, visual efficiency can be preserved at its previous level. Our everyday environment is geared to certain visual efficiency levels so that at some point of diminished visual acuity other visual, sensory and physical characteristics must compensate if we are to meet the necessary visual efficiency requirements.

This complex of visual characteristics will be discussed under three main headings:

- (1) Visual Acuity
- (2) Visual Versatility
- (3) Visual Capacity

Visual acuity is the one characteristic most often talked about, most often and most easily measured. It is also quite unfortunately and quite erroneously often confused with visual efficiency.

Visual acuity is the measurement of the resolving power of the retina in angular terms of minutes. The common expression 20/20 represents the ability of the retina to resolve a visual angle of one minute of arc; 20/200 represents the ability of the retina to resolve a visual angle of 10 minutes of arc. It is fortunate that we have this very logical and precise way of measuring retinal function, for this makes it possible to measure visual acuity at any distance from infinity to the anterior surface of the eyeball. It is essential that it be measured at certain standard distances, usually at least two—sometimes more, if it is to represent its constant and effective power in any visual efficiency equation.

Because it is not always possible to project an optically distinct image of the same angular size of the retina for both distance and near, there will often be paradoxes between the two. Distant vision can be excellent and near vision poor, or near vision excellent and distant vision poor. This will depend upon optical, anatomical or pathological conditions of the eye. The point to emphasize again is our ability to measure it at any distance with extreme and consistent accuracy under any given set of standard conditions. This is the visual measurement to which you are most often exposed.

Let us leave visual acuity at this point and discuss the measurement of the characteristics I have placed under the heading of "visual versatility."

*Optical power*—the emmetrope has more efficiency for both distance and near than does either the astigmat, the hyperope or the myope, but with our retinoscope we can determine the refractive state with extreme accuracy in most instances.

*Accommodation*—this can be measured very accurately with conveniently common methods for any distance within infinity. In the normal eye it can even be quite accurately predicted at any given age.

*Convergence and divergence ability*—the ability of the two eyes to turn toward and

away from each other. We have methods and instruments to accurately measure these important ocular abilities. The same is true for the following functions:

*Ductions and conjugate movement ability*

*Light and dark adaptation*

*Color perception*

*Field of vision* — (size, form and color)

*Aligning ability*

*Binocularity*

All of the above can be quite accurately measured in either the normal state or pathological state, and they are the characteristics in the normal intact eyes which give us visual versatility.

Now, let us examine the characteristics I have grouped under the heading of "visual capacity."

Capacity infers load and duration under certain standard or other conditions. You have heard that it is possible to accurately measure all the characteristics listed under visual versatility. Now, let us ask if we can measure the length of time, amplitude and under what conditions we might maintain our present refractive error, our accommodation, our convergence, divergence, conjugate gaze, light sensitivity, light and dark adaptive power, color perception, field, aligning ability or binocularity. We can measure all of these and we can either predict or measure our ability to maintain these functions under different conditions of health, fatigue, stress or isolation and media.

Visual efficiency can be influenced and altered by the other sensory and physical characteristics I mention in the definition. Let us examine the possibility of measuring some of these.

We certainly can measure height and weight. We can also measure muscular power and endurance. We can also measure most motor skills. We can measure intelligence. We can measure certain aptitudes. We can measure hearing, touch, taste and smell.

Now, since the importance of visual efficiency is so apparent, would it not be advantageous for us to measure it, if we can? I have suggested how it is possible to measure the individual ingredients which make up visual efficiency, so there is no logical reason

why we cannot measure visual efficiency to an accuracy never before tried — especially among those who have more than the usual degree of visual impairment.

We could, in certain instances, learn to partially predict it from diagnostic pathology alone, e.g. albinism, retinitis pigmentosa, macular degeneration, and so forth. All have rather constant visual characteristics and vary mostly in the sensory and physical characteristics of their possessor.

If individuals with visual impairments had all of these characteristics measured and recorded we would then begin a foundation of useful knowledge which would help us determine which individual with which amounts of these characteristics could, under certain conditions, consistently perform so many of the common tasks which require some degree of sight, e.g.: What is the pattern of characteristics which allows one to recognize people at 10', 5', etc.? What is the pattern for those who can successfully operate bicycles, wheelbarrows, lawnmowers, motorcycles, tractors, trucks, automobiles, etc.? What is the pattern for those who can detect steps up or down at a fixed distance which are necessary to level an elevator? What is the pattern for those who can distinguish between a teaspoon and a tablespoon, a fork and a knife, a salt and pepper shaker, between a celery stalk and an orchid? If we would also analyze the visual requirements of these tasks, soon we could adapt visual efficiency patterns for certain visual tasks requiring these patterns with a greater degree of accuracy. Then, the mystery of the individual with a recorded visual acuity (the only characteristics recorded) of 5/200 doing some apparently miraculous visual feats would be solved.

Now, how can we preserve or restore visual efficiency? Certainly the contributions of medicine, surgery, genetics, the social sciences and

the physical sciences all play their part. Sometimes these contributions would be more frequent and fruitful if those most interested would work together in seeking these contributions. It can be done with attention, not to one, but to all the important characteristics.

I consider myself a special worker for the blind, and so do most ophthalmologists. However, most of our interests are directed to the prevention of loss of visual acuity and the restoration of any loss through medicine, surgery, training and optics. I think I can speak for the profession and say we would in general lend our support and talents to a program of measuring visual and other characteristics on a more consistent, comprehensive and accurate basis if such data were to be used in the same accurate and constructive manner. We would certainly continue our interest and support in the improvement of visual efficiency. This we would do with continued effort in the clinic and the laboratory, as well as in our search for better optical devices, more knowledge in the use of color, etc. We shall also continue our support to education and training programs in the use of special methods, instruments and prosthetics. This is an area capable of rapid and productive expansion, e.g., in the training of the use of certain optical aids.

What I have said infers that visual efficiency is a complex of measurable characteristics, one of which is visual acuity, and that visual efficiency is extremely important and a far better guide to performance than visual acuity. I have also tried to impress you that these characteristics can be measured and how visual efficiency might become a practical guide to service and performance.

1. Kuhn, H., Stump, N. F., Tolman, C. P. and Kutschner, C. F., "Industrial Ophthalmology," Reprint, AMER. ACAD. OPHTH. AND OTOLARYNGOLOGY, July-August, 1946.

## GROUP 2

### Rehabilitation and Employment Services

#### PRESENTATION OF JOHN H. McAULAY AWARD

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The recipient of the 1962 John H. McAulay Award for Placement Man of the Year was a very close friend of Mr. McAulay. This individual, before he lost his sight, had worked up through the ranks of the Ford Motor Company to the position of Assistant Parts Manager for the Southeastern States, a position of considerable responsibility and with better than average remuneration.

When in October, 1948 he became totally blind, the Ford Motor Company was unable to find any position in its entire organization which the management felt Mr. Eastin, as a blind person, could fill satisfactorily. He was obliged, therefore, to seek other avenues of employment.

To add insult to injury, the best he could find was a job on the production line in a sheltered workshop for the blind. Undoubtedly, this was a blow to him and to his family, but the qualities which enabled him to rise to a position of responsibility in private industry soon evidenced themselves, with the result that within a short time he was made Foreman of the Mattress Department in the Georgia Factory for the Blind. His work in this capacity was so outstanding that within a year he was advanced to the position of Plant Superintendent.

When Mr. Eastin came to the shop as an employee, the warehouse was full of unsold merchandise. However, under his guidance as Plant Superintendent, the quality of products improved, sales skyrocketed, and production demands became so great that it was necessary to add a third shift to the work force.

In 1951, the Department of Services to the Blind of the Georgia Division of Vocational Rehabilitation was experiencing difficulty in maintaining its placement program for blind persons in the Atlanta area, and Mr. Eastin was prevailed upon to join the staff as Placement Counselor. One of the finest qualities that Mr. Eastin possesses is that he knows what he can do and he also knows what he cannot do. He felt that if he were to do a good placement job in the Atlanta area, he would need to learn the special techniques of developing placement opportunities for blind persons. Consequently, the Division of Services to the Blind in the Federal Office of Vocational Rehabilitation was called upon to help, and Mr. McAulay was assigned the responsibility of arranging a special training program for Mr. Eastin. During the training period, the two worked together very closely and a lasting friendship developed between them. It was at this time that I first met Mr. Eastin. May I say that I have respected his ability and considered him as a friend ever since.

Mr. McAulay was very proud of his protege and he had good reason to be. As soon as Mr. Eastin returned to Atlanta from his training, he began to make placements which his predecessors had claimed could not be made in the Atlanta area, and this was no streak of luck, because he has continued to make twenty or more good, solid placements every year since. In fact, last year he rolled up a record of thirty-two placements, only three of which were in sheltered workshops. The remainder

varied in nature from a menial porter's job at \$15 per week, to a responsible dispatcher's job at \$100 per week.

The part that pleases me most is the fact that the diversified nature of the placements indicates Mr. Eastin's ability to select the proper job for an individual. In fact, a review of some of the case records leads me to believe that if Mr. Eastin cannot place one of his clients, it will be difficult to find someone who can.

He was awarded the honor of "Blind Man

of the Year" by the Georgia Lions Club in June, 1952, and has received numerous honors since that time. He is also a member of the American Association of Workers for the Blind, the National Rehabilitation Association, the Georgia Rehabilitation Association and the Atlanta Lions Club.

Mr. Eastin, because of your achievements, your dedication, and your perseverance, it gives me great pleasure to present you with this plaque representing the John H. McAulay Award of Placement Man of the Year.

## ACCEPTANCE OF JOHN H. MCAULAY AWARD

Griffin H. Eastin, Placement Agent for the Blind  
Division of Vocational Rehabilitation, State Department of Education  
Atlanta, Georgia

Mr. Richterman, Mr. Voorhees, Ladies and Gentlemen:

I accept with deep humility the honor that the Committee and this organization is giving me. This honor which is given me is not only a professional one, but a personal one. Mr. McAulay was not only a fellow worker to me, but a personal friend. I visited in his home, met his fine wife and children and he has visited in my home.

I was fortunate that Mr. McAulay shared with me his knowledge early in my blindness on how to overcome this disability in many ways. He taught me how to operate machines for both wood and metal without sight.

Mr. John McAulay was an outstanding, dedicated man who endeavored to assist all blind people that he came in contact with,

in being more adequate individuals. He did a tremendous job in selling the capabilities of blind people to industry.

I would like to recognize my friend, Mr. Hal Fargason, Counselor of the Atlanta District for the Section for the Blind, since he is a member of the placement team and a good friend of Mr. McAulay. I would also like to express at this time my sincere appreciation to the fine work Mrs. McAulay is doing in the memory of her husband, in recognizing the efforts of placement people all over the nation and their endeavor to help blind people to return to industry whenever possible.

Again, let me thank you, ladies and gentlemen, for this beautiful plaque and for bestowing this great honor upon me.

## GROUP 4

### Education Services (Music Section)

#### THE OPERATION OF THE NATIONAL BRAILLE MUSIC TRANSCRIPTION SERVICE OF THE CANADIAN NATIONAL INSTITUTE FOR THE BLIND

Robert Robitaille, Braille Music Transcriber  
Montreal, Quebec

It is a great pleasure for me to have this opportunity of talking to you briefly about the origin, operation, and value of the National Braille Music Transcription Service of the Canadian National Institute for the Blind.

It has been my privilege to have been associated with this Service since its inception. Having been responsible for its organization and direction from the beginning, I have lived with it constantly and have watched its gradual growth and expansion. It is, therefore, from this intimate personal knowledge of it that I am able to speak to you today and testify to its great value to blind musicians. Their expressions of appreciation and satisfaction with the Service further underline its usefulness to them.

Among the musicians being served, there are numerous teachers, two of them in the University of Montreal and the Quebec Conservatory of Music, as well as many others in our schools for the blind. There are organists and singers, a few of them in very important churches. There are piano and organ concert soloists, like Paul Dapon and Jeannine Vanier. There are music entertainers using piano, organ, violin, saxaphone, accordian, or singing. There are also numerous music students and music lovers whose needs are equally important and extremely varied. There are composers who want to study new or unusual modern music and, finally, there are musicologists like Conrad Letendre and Gabriel Cusson, both very competent and learned musicians, who are writing for publication two important manuals, "Ear Training" and "Harmony". They wanted in Braille several works dealing with these subjects.

At this point I should explain that all of our blind musicians buy as much of their music as possible from European and American Braille printing houses. This is facilitated by the fact that most of them read both English and French. Moreover, as an additional service to blind musicians, the CNIB will process such orders for them. In addition to its Transcription Service, the CNIB maintains an ever-expanding Library of purchased Braille music which is available to blind musicians for reference and short-term loan.

It will be obvious, therefore, that our National Braille Music Transcription Service is not intended to be a duplication of, or a substitute for, Braille printing houses. It is essentially a complementary service answering particular needs which are not being filled by Braille printing houses. My work, and the work of our Service, is therefore concerned with transcribing only the music, methods, manuals, etc., that are not otherwise available, such as:

1. Music not yet printed in Braille.
2. Editions different from those already available.
3. Music not often requested but nevertheless indispensable to some.
4. Music, methods, or manuals, which are so difficult to put into Braille that printing houses will not normally undertake to do them.
5. Music required urgently and at short notice.
6. Music already published in Braille but now out of print.

7. Music printed in "Old Styles", (Bar by Bar) or (Upward Treble Chords), etc.

Blind musicians who wish to use our Service send us the ink-print copy of the work desired. As I am thoroughly familiar with both ink-print and Braille music, I have the responsibility of making a master copy in Braille. This master copy is not sent to the musician. It is carefully catalogued and stored in our Department. From it, however, an exact copy is made by our very competent, totally blind, Braille Music Copyist, Miss Irene Cote. She makes a new copy from the master in the case of each subsequent request for the same music. Her copy, and the ink-print music, are then returned to the musician concerned. In this way, my time can always be devoted to music which has not previously been transcribed.

Before going on to discuss some of the qualifications needed in a transcriber, I would like to tell you a little about the history of our Service and the difficulties faced by Canadian blind musicians prior to its foundation.

The Province of Quebec was the cradle of Braille music in Canada, if not in America. In 1852, Paul Letondal, a graduate of the National School for the Blind in Paris, came to Canada. He established himself in Montreal and became recognized as a very successful organist and music teacher.

Nine years later, in 1861, the Nazareth Institute, the first school for the blind in Canada, was founded. Its organization was based on that of the National Institute of Paris, that is, a general educational and classical school, a department for apprenticeship training, a piano-tuning course, and a true conservatory of music. At Nazareth, as in Paris, the teaching of the Braille system and its practical use have always been stressed. In addition, most of the teaching has been done by the blind themselves, at first, by Paul Letondal and Miss Euvrard, another graduate of Paris Institute.

Naturally, among this School's former pupils musicians were numerous, and most of them were very successful in spite of the insufficient help they were given. The music

they needed, if not available in Braille, was dictated by sighted volunteers to a few devoted blind ladies who, in return, were given board and room in the Institute. This system, however, was never a very satisfactory one and, as the number of musicians and their needs continued to increase, a better method of meeting their requirements had to be devised.

A plan for the creation of a Braille Music Transcription Service was developed by blind musicians of the Province of Quebec and was recommended to the CNIB for consideration and implementation. It was immediately accepted, and the Service was established in Montreal in 1943. Initially, in principle at least, it was intended to serve Quebec only, but, little by little, as musicians from other provinces became more numerous and interested, they were allowed and were even encouraged to use it.

During this same period, the Quebec Braille Music Society, founded in 1949 and composed of professional blind musicians, felt that the Braille Music Transcription Service, if extended to all of Canada, would help more musicians and would be still more progressive. The idea was submitted to the Superintendent of the Quebec Division of the CNIB and, later, to Colonel E. A. Baker himself. In November, 1955, the Transcription Service became the National Braille Music Transcription Service of the CNIB. Its office remained in CNIB Headquarters in Montreal, this City being always considered the centre of Canadian blind musicians.

Braille Music Transcription is both a science and an art. It must be thoroughly studied in order to be practiced with skill and efficiency. A candidate, before starting such a special study, must have a keen interest in the subject, must have learned music, the Braille system including contractions, and must be thoroughly conversant with both Braille and ink-print music notation.

In my own case, due to a serious visual impairment, I was admitted, at age 12, to the Nazareth School for the Blind in Montreal. I studied music in Braille, including piano, harmony, cello, organ, and singing. As I had enough vision to read at very close range, I became interested in ink-print music notation.

Little by little, I spent more and more time on comparing both systems and on trying to transcribe from one to the other.

At the age of 22 I had the great good fortune to undergo a very successful eye operation which resulted in the recovery of almost normal vision. I immediately decided to become a music transcriber and had accumulated more than ten years of experience when I was appointed, by the CNIB, as organizer, director, and music transcriber, in its newly-established Transcription Service.

As a result of the considerable experience I have built up in this work, I am now able to say, with conviction, that a transcriber, working in a Service where music is transcribed into Braille on request, must be both flexible and versatile. He must be willing to accept any kind of work. He must use both his knowledge of music and his imagination to transfer into Braille what he sees on the ink-print page. Unlike Braille printing houses, which may not be equipped to accept unusually difficult music, he must find ways of expressing in Braille such items as visual teaching methods, manuals containing illustrations, complicated charts, special signs, etc. The transcriber must find a way of expressing these in Braille to the satisfaction of blind musicians. This frequently means devising and inventing new signs and symbols and, having done so, supplying a written interpretation of them to the musician concerned.

From time to time our Service is called upon to transcribe into Braille pencil-written manuscripts which may contain badly-formed or wrong notes as well as incorrect signs. He must analyze the piece in order to choose the most convenient "Braille style". (Our Service is using "phrase-by-phrase" and "line-over-line").

In my work I find that I have to use French, English, and Latin contractions. In addition, great care must be taken in setting up the Braille page so as to facilitate, as far as possible, the blind musician's study of it as well as his need to refer quickly to specific passages.

In short, Braille Music Transcription may be described as, not merely an interpretation, but rather an exact translation. If done in reverse, it must result in exactly the same original ink-print music.

In conclusion, may I say that our blind musicians are all aware of the constant effort and attention required on the part of our Service. Their appreciation of it, and their claim that it is the best Service of its kind that they have been able to discover anywhere in the world, is extremely gratifying to us. For my part, I can say with all sincerity that I derive great satisfaction, not only from the work itself, but from the knowledge that we are rendering a valuable and needed Service to a very important group of blind people.

## THE ART OF FINE TUNING, REGULATING AND REPAIR

Joseph M. Gustin, Representative  
Cleveland Chapter of the Piano Technicians' Guild  
Cleveland, Ohio

Tuning is a process by which tensions of the piano strings are adjusted to the proper pitch of the musical scale. The exactness of this process is fine tuning. Some knowledge of string behavior and their harmonics is very helpful. The late Dr. William Braid White, a noted authority on piano technology, defines a harmonic as a component of a compound tone whose frequency is an integral multiple

of the whole frequency. In other words, when a string is set into motion it vibrates in its whole length, which is the fundamental; and in its half, which is the octave above the fundamental; in its third, which is the twelfth; in its fourth, which is the double octave; in its fifth, which is the seventeenth, and so on.

Segments of the piano string in which these harmonics divide themselves are in true

series with each other. To explain this, the third harmonic of the lower tone of a fifth is the same as the second harmonic of the upper tone. In case of the fourth, the fourth harmonic of the lower tone is the same as the third harmonic of the upper tone.

To set the temperament is to divide the octave into twelve equal parts, using a circle of fourths and fifths with major and minor thirds and sixths as test intervals. This is done within the octave of F33-F45. The fourths are expanded from the point of pureness by one beat per second, while the fifths are narrowed by 7/10 of a beat per second. These deviations must be made if the equal temperament is to be satisfied. The remainder of the piano is tuned to this pattern by octaves, using tenths and double octaves as test intervals.

This is a thumbnail sketch of the theory of piano tuning.

If fine tuning is to be effective, certain conditions must prevail within the instrument. The piano must be within 1/8 of a tone of being correct. Below this level it should be roughly tuned to the proper pitch and gone over with a fine tuning. On the other hand, if the piano is above pitch, it should be brought down a few beats flat of being correct and then brought up to proper pitch with fine tuning. The tuning pins should have a torque reading of about 80 to 90 pounds. Below 80 pounds, the piano will not readily stay in tune. Above 90 pounds, the pins are tight and it is difficult for the tuner to put his hammer technique into play. Hammer technique is a knack that the tuner develops from experience. It is the manipulations of a hammer in such a manner, where the pin is solidly centered in the hole, while equalizing the tension of the string by means of a sharp blow on the key. When the piano is tuned by a tuner lacking this technique, the piano will slip out of tune the moment it is played.

Quality of piano is another factor that should be considered. A great many instruments of today are manufactured to meet competition. Subsequently, they are built in the low-price range. These are the 36-inch-37-inch small uprights or spinets which are

more of a furniture piece than a musical instrument. One half of this type piano is strung with wound wire such as you find in the bass section of larger pianos, and it is difficult to accurately tune these instruments because of their falseness and unequalized tension balance. The larger and more expensive pianos respond more readily to fine tuning.

Now a few words on regulating and re-pairing.

Strings of a piano are set to sounding by the manipulation of a mechanism called an action. This action is based on four inter-related principles and are as follows.

1. Mastery of the action, with the aid of the key, is the essential factor as to speed and acceleration of the hammer.

2. The action must provide a medium for disengaging the hammer just before it reaches the string, so that the remainder of travel is carried on by its own momentum. This is important, because, if the hammer should strike the string with its own full force, the free vibrational motion of the string would be denied, thereby effecting a muffling or thumping sound.

3. The action must provide a means for catching and holding the hammer on its rebound in order to permit the motivating part to drop back into position so that the process can be repeated with a minimum amount of key release.

4. The action must provide a mechanism whereby the strings are damped, causing the sounding tones to cease as soon as the key is released.

These principles must be adjusted to each other in a precise manner, if the action is to work effectively. The measurements of these various parts must be precisely adhered to if the highest degree of efficiency is to be attained.

Repairing is usually done on old instruments whose parts are defective with age and deterioration. This mainly consists of mending and replacing the affected parts. This is all that can be said on the subject, without getting into detail of piano construction.

## HOME STUDY COURSE IN BRAILLE MUSIC NOTATION

Margaret Butow, Secretary to the Director  
The Hadley School for the Blind, Winnetka, Illinois

The Hadley School is preparing a course to teach Braille music notation. This instruction will not teach a musical instrument, but just how to read Braille music notation. It is being prepared by Miss Natalie Miller, a piano teacher in Evanston, and Peggy Butow, herself a musician, and secretary to the Director of the Hadley School.

The basic textbook will be PRIMER OF BRAILLE MUSIC, 1960 edition, by Edward E. Jenkins of the Perkins School for the Blind. The lessons in the PRIMER will be supplemented by recorded explanations which will parallel them and enlarge upon them. The student will listen to the recordings and read the PRIMER at the same time. This way it will be like having a teacher in this record player.

The tape-recorded copy of the first twelve lessons has been sent to Mr. Jenkins, which he approved of in general.

There will be two prerequisites for the course:

1. The student must have a good knowledge of Braille, as proved by his submission of one page of Braille copied from, perhaps, the Hadley catalog of courses. This will help us ascertain how well he can take his hand on and off the page, as he will have to do with Braille music.

2. The student must have a useful knowledge of music — he must know the major and minor scales, know the names of the notes and be able to define sharps and flats.

If the student is working with a local music teacher, he can use this course to supplement his lessons. The teacher can get a print copy of the PRIMER OF BRAILLE MUSIC, 1960 edition, in order to understand what the student is learning about Braille music.

There will be two lessons on intervals — one showing them written up in both hands, as most older Braille music is written; the

second showing the intervals written up in the left hand and down in the right hand, as the newer Braille music is written.

At the meeting of the Music Committee of the AAWB, one good suggestion was made which we will incorporate into the course. It was thought that the student should have exercises dictated to him plus copying the exercises in the PRIMER. We will then dictate on the recording a short exercise for each lesson. This way we will definitely know whether the student is understanding what he is learning.

We will appreciate any comments and suggestions from music teachers and musicians generally.

A sample lesson of the recorded supplement to the Primer is as follows:

### Home Study Course in Braille Music Notation

#### Lesson I

We will start with the simplest first, and learn how to read eighth notes. Look at Lesson I, page 1 of your Primer. We will read over the eighth notes carefully. Begin with C, and go right up the scale. C is written: dots 1-4-5. D is written: dots 1-5. E is written: dots 1-2-4. F is written: dots 1-2-4-5. G is written: dots 1-2-5. A is written: dots 2-4. B is written: dots 2-4-5. The eighth rest is written like a Braille x, dots 1-3-4-6. A Bar is just a blank space — one Braille cell. You can see the Braille notes are different from Braille letters. The Braille C (dots 1-4) is different from the Braille note C (dots 1-4-5). Braille letter D is different from the Braille note D. Study your eighth notes carefully, until you are sure of them. Copy the exercises in your PRIMER, slowly and accurately. Send them to us, and we will correct them and return them to you. Be sure to ask questions if anything is not clear. We will look forward to hearing from you. Now you are ready for Lesson II.

## HOW THE BLIND MUSIC TEACHER INSTRUCTS SIGHTED STUDENTS

Nicolas Constantinidis, Head of the Piano Department

West Side Branch, The Cleveland Music School Settlement, Cleveland, Ohio

Who cannot play, teaches —  
Who cannot teach, teaches others how to  
teach —  
People who cannot teach others how to  
teach, criticize.

This conception is all wrong, even though it may be a fact. Music is an audible art. A person, therefore, with good listening ability should not have any trouble as far as the art is concerned — to teach or to play any musical instrument.

Piano-playing is supposed to be done primarily without the use of sight, whether one can see or not. The vision is used solely for the reading of notes while playing the piano. Despite the fact that many students in the early stages attempt to look at the keyboard and the music simultaneously, this proves to be a detrimental habit to their playing. This latter fact gives a blind teacher an advantageous position over the sighted one, due to his personal difficulty and solution of handling of the keyboard. All the above is assuming that a blind teacher is really well acquainted musically and technically with the piano. He or she should at least be an adequate performer and have two other essential assets which, by the way, any music teacher should have. Acute listening, that is — perfect pitch, or — well-developed relative pitch. The latter will help surmount one of the most difficult and controversial points in the blind person's ability of teaching sighted students.

Many times I have been asked: "How can I tell if the students are using the correct fingering?" My answer is that, in the early stage of piano-playing, there is only one right fingering, and if the students do not use it, the competent teacher has little trouble to guess the reason for bad playing. In the later stages, more than one possible and equally good fingerings are available. If the students, therefore, do not use the one I

think better, but they sound good, I need not worry about it. However, when they do not achieve the perfection that I require, then I suggest other fingerings which I carefully have them write in their music.

Another problem that a blind teacher has is to teach staff notation that he himself never uses. For that purpose, a blind teacher must have a perfect understanding and mental picture of the staff notation. The ways to acquire it are many, and to teach are just as many, but before anything is taught, the blind teacher himself should know all about it.

Many teachers who are blind try often to teach by memory, which is almost necessary when dealing with difficult music. Memory, however, cannot be trusted all the time without check ups. Frequently, the teacher should refer to the Braille text so that he is in full command of the details, such as, phrasing, expression marks, tempo, changes, etc.

Another problem, of course, is the posture of the body and the hand position. When I start a beginner at the piano, I am very particular about these traits, as good habits are formed and will be carried through. When a student comes to me from another teacher, I am faced with many problems which require different solutions. Either I review what he should already know; or I check gently with my fingers when he does not expect me to do so; or I take advice from my wife who is a piano teacher, too; or from the child's own parents.

I am sorry that nobody ever asks: "How can a sighted teacher who is not well equipped with talents, like good taste in music, profound knowledge of the technical difficulties of the instrument, psychological knowledge, love of people, teach anybody, sighted or not?"

Therefore, if music is an audible art, as we all agreed that it is, and if the blind teacher has all the above mentioned qualifications plus others, I should think that a

blind teacher who depends upon his listening ability entirely could possibly be a better teacher than a sighted one. He could be at least just as good as any good sighted teacher can be.

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After Mr. Constantinides spoke of this interesting method of teaching seeing students, he presented a most entertaining  $\frac{1}{2}$  hour of piano recital featuring Scarlatti, Chopin and Liszt.

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# CONSTITUTION AND BY-LAWS

## OF

# AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND

Adopted by the membership, July 11, 1961 at St. Louis, Missouri

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## CONSTITUTION

### ARTICLE I

#### Name

The Association shall be known as the American Association of Workers for the Blind, Incorporated.

### ARTICLE II

#### Purpose

The purpose of the American Association of Workers for the Blind shall be to render all possible assistance in the promotion, development and improvement of services to blind persons in the Americas and the insular possessions of the United States by:

Section 1. Increasing public understanding of the social and economic gains to individuals and to the nation through providing opportunities for all blind persons to become self-sufficient, self-supporting and contributing members of society.

Section 2. Providing a forum on a national, regional and/or local level for the discussion of all problems relating to services to blind persons and the prevention of blindness and providing publications and conferences to accomplish this purpose as may be developed.

Section 3. Encouraging an interdisciplinary approach to problems of services to blind persons through the maximum use of knowledge and skills of all related professions.

Section 4. Fostering research to advance knowledge and skills for the improvement of services to all blind persons.

Section 5. Assisting in the development of professional training opportunities for all persons engaged in providing services to blind persons.

Section 6. Assisting in the development of professional standards for personnel engaged in the specialized program of services to blind persons.

Section 7. Initiating, if necessary, and cooperating with other groups in the development of programs of social action through legislation or in other ways, for the benefit of blind persons.

Section 8. Interpreting to other disciplines an understanding of the special needs resulting from blindness and encouraging maximum use of their knowledge and skills in our specialized field.

Section 9. Increasing public understanding of the nature and causes of blindness, its impact on individuals and on society.

### ARTICLE III

#### Membership

Section 1. All persons living in the Americas and the insular possessions of the U. S. interested in services to blind persons are eligible for membership in the American Association of Workers for the Blind.

Section 2. Classes of membership are defined in the By-Laws.

Section 3. The membership shall serve as the law-making and policy-making body of the American Association of Workers for the Blind, Incorporated. It shall elect the Board of Directors and the Officers of the Association.

Section 4. The membership shall be convened for at least one meeting each year at the time of the annual meeting of the Association.

#### ARTICLE IV

##### Officers of the Association

Section 1. The Officers of the Association shall consist of a President, President-elect, Secretary, and Treasurer.

Section 2. The Officers except the President shall be elected each year by the membership. The President-elect shall succeed to the office of President without election.

Section 3. The Officers shall serve a term of one year, and the Secretary and Treasurer may be reelected for an additional term of one year. Officers may be reelected after a one-year waiting period. Officers shall assume their duties following the last business meeting of the Annual Meeting at which they were elected.

Section 4. Election of Officers shall be held as provided in Article VII and in the By-Laws.

Section 5. Duties of the Officers are defined in the By-Laws.

#### ARTICLE V

##### Board of Directors

Section 1. The Board of Directors shall consist of the Officers of the Association, the Immediate Past President, and twelve other elected members, as provided for in Article VII, and in the By-Laws.

Section 2. Members elected to the Board of Directors shall serve a term of 3 years and shall not be reelected until after a waiting period of one year. (A transition plan

and "groups of Directors" are delineated in the By-Laws.)

Section 3. The Board of Directors shall serve as the governing and policy-making body of the Association between meetings of the membership.

Section 4. The Board shall meet at the time of the Annual Meeting and shall hold at least one other meeting during the year at the call of the President of the Association or of three other members of the Board. Additional meetings held as necessary for the conduct of business of the Association shall be called as provided above.

Section 5. A majority of the Board shall constitute a quorum for the conduct of business.

Section 6. The President, or in his absence, the President-elect, the Secretary, the Treasurer (in that order) shall preside over meetings of the Board of Directors.

Section 7. The Board shall elect from its members two who shall serve as members for one year on the Executive Committee (see Article VI).

Section 8. The Board of Directors shall review and act upon the budget of the Association, as recommended by the Executive Committee.

Section 9. In the event that any elected Officer or member of the Board is unable to serve for any reason, the Board shall elect from its members or the members-at-large a person or persons to fill out the unexpired term of such elected Officer or Board member, except in the case of the President, which office shall be filled by the then President-elect.

#### ARTICLE VI

##### Executive Committee

Section 1. The Executive Committee shall consist of the Officers, the Immediate Past President and two members of the Board elected by the Board.

Section 2. The Executive Committee shall serve in place of the Board of Directors between meetings of the Board and shall exer-

cise all of the powers of the Board, and shall meet on call of the President, its presiding Officer, or on call of two other members of the Committee.

Section 3. Four members of the Executive Committee shall constitute a quorum for the conduct of business.

Section 4. The Executive Committee shall employ the Executive Secretary of the Association, define his qualifications, delineate his duties, fix his compensation and otherwise supervise his activities.

Section 5. The Executive Committee shall approve and supervise the annual budget of the Association, as prepared by the Executive Secretary.

Section 6. The Executive Committee shall report its activities and decisions to the Board of Directors.

## ARTICLE VII

### Nominations and Elections

Section 1. The President, upon assuming office, shall appoint a Nominating Committee of five from among the membership and shall designate its chairman.

Section 2. The Nominating Committee shall prepare an appropriate slate of Officers and Directors for the approval of the membership at the next Annual Meeting in accordance with provisions in the By-Laws. The Nominating Committee shall make its report at the first general session of the Convention. In preparing a slate of Officers and Directors, the Nominating Committee shall provide the fullest possible representation from interest groups and shall seek to maintain on the Board and among the officers a good balance of representation from the various regions of the Americas.

Section 3. The members of the Nominating Committee shall act as election officers at the regular election which will be held not

later than four o'clock (p.m.) of the next to the last day of the convention. At the regular election meeting, opportunity shall be provided for nominations from the floor for Officers and Directors by any member in good standing.

## ARTICLE VIII

### Provision for By-Laws

Section 1. To supplement this Constitution the membership shall adopt By-Laws which are not inconsistent with this document.

Section 2. By-Laws may be adopted by a majority vote of the membership present and voting, in accordance with provisions of the By-Laws.

## ARTICLE IX

### Amendments to the Constitution

Section 1. Amendments to this Constitution require a 2/3 vote of the membership present and voting at the Annual Meeting of the Association.

Section 2. Amendments may be initiated as follows:

a. Amendments may be proposed by a majority of the Board of Directors or may be presented by a member, and be signed by 15 members in good standing. In each case a suggested amendment shall be mailed at least 30 days before a vote is taken. The mailing shall be done by the Executive Secretary, upon instructions of the Corporate Secretary.

b. Amendments may be proposed by any member of the Association at the Annual Meeting. If the amendment so proposed is approved by a majority of the members present and voting, it shall be referred to the Board of Directors for study and recommendation and shall be presented for adoption or rejection at the next Annual Meeting of the membership. If ratified by a 2/3 majority of those present and voting at that meeting it shall become immediately effective.

## BY-LAWS

### ARTICLE I

#### Membership — Dues and Privileges

**Section 1.** Classes of membership shall be as follows:

a. **Regular Membership:** Any eligible person living in the Americas or in the insular possessions of the United States may make application for membership to the Executive Secretary. Applicants shall be approved by two members in good standing. Annual dues shall be paid before the applicant can qualify as a member.

Regular members shall have the privilege of voting, or holding office, serving on committees and will receive all publications of the Association and any other privileges developed by the Association.

Continuation and formation of special interest groupings of the membership is encouraged in order to promote professional standards and improvement of services to blind persons. Each member may select the interest group of his choice. The groups shall be as follows:

1. Administrators and Executives of Public and Voluntary Agencies serving blind persons at national, state and local levels and Board Members of governing bodies.
2. Rehabilitation and Employment Services.
3. Social Case Services.
4. Educational Services.
5. Literary and Library Services.
6. Group Services — recreation, day centers, residences.

New groups may be formed by petition to the Board of Directors signed by fifty members.

Each group shall meet annually at a time which will not conflict with the general sessions or other activities of the Annual Meeting. Each group shall elect a chairman and a secretary and shall designate a representative to serve as a member of the Program Committee (see Article V). These group officers shall serve for a term of one year.

Dues for members shall be \$10.00 annually, payable at the start of the membership year.

b. **Life Membership:** Any person who qualifies as a regular member may become a Life Member by the payment of \$100.00 cash or in minimum installments of \$25.00 each over a consecutive four-year period. He shall then have full privileges of membership without further payment of annual dues.

Beginning in 1962, Life Membership shall be \$200.00 cash or payable in annual equal payments to be paid in not more than eight years.

c. **Honorary Membership:** Any person may be elected an Honorary Member of the Association by the Board of Directors and shall have all privileges of regular membership, except that of voting.

d. **Agency Membership:** Agencies engaged in providing services to blind people or to blind children or in related work may become members of the Association by payment of a stated fee in accordance with the following suggested schedule which can be flexible.

Service Budget of Agency	No. of Members
Less than \$75,000	3
More than \$75,000 but less than \$100,000	6
More than \$100,000 but less than \$150,000	10
More than \$150,000 but less than \$200,000	20
More than \$200,000 but less than \$300,000	30
More than \$300,000 but less than \$500,000	40
Over \$500,000	50

NOTE: The service budget of an agency is defined as the gross budget for providing direct service to people exclusive of sales and manufacturing expenses. Each agency shall determine the group into which it properly belongs.

National agencies may become members by

payment of fees in accordance with the above schedule.

Agency members shall receive bulk mailings of publications for distribution at the discretion of the Association. Agency members shall have all the privileges of membership except that of voting.

e. **Agency Subscription Memberships:** Agencies which would be unable to include organizational memberships in their budgets may receive two sets of all the publications of the Association by payment of a minimum of \$25.00 or a maximum fee of \$100. They shall have all privileges of membership except that they shall not be voting members.

f. **Contributing Memberships:** Organizations, agencies or service clubs interested in work for blind persons may become members of the Association and receive publications and have all the privileges of membership, except that they shall not be voting members, by the payment of stated fees as follows:

Club Membership .....	\$ 25
Subscription membership .....	50
Contributing membership .....	100
Supporting Membership .....	300 - 500
Sustaining membership .....	1000

## ARTICLE II

### Officers — Duties

Section 1. The President shall preside at all meetings of the membership, the Board of Directors and the Executive Committee. He shall be the responsible Executive Officer and will administer the affairs of the Association between meetings of the Executive Committee and will supervise the activities of the Executive Secretary in accordance with policies and understandings developed by the Executive Committee.

The President will appoint Committees, both Standing and Special, in accordance with the provisions of Article V of the By-Laws.

Section 2. The President-elect shall serve as assistant to the President and will preside at meetings of the membership, the Board and the Executive Committee in the absence of the President.

He shall serve as Chairman of the Program

Committee for planning the program of the Annual Meeting of the Association.

Section 3. The Secretary shall be responsible for the records of the Association and shall have the Minutes of meetings prepared in proper order. He shall see that records are transmitted to his successor when his term of office is completed. He shall see to it that the activities of the Association are carried out in accordance with the provisions of the Constitution and the By-Laws.

Section 4. The Treasurer shall be the chief financial officer of the Association. He shall see to it that an annual budget is prepared by the Executive Secretary and shall approve disbursements, both budgetary and non-budgetary, in accordance with policies established in the By-Laws, or by the Executive Committee. He shall be bonded and shall see that proper bonding policies for employees or Officers of the Association are maintained.

He shall see that regular financial statements are prepared in accordance with recognized accounting principles and shall report to the full membership at each Annual Meeting.

## ARTICLE III

### The Board of Directors

Section 1. The responsibilities of the Board of Directors are specifically outlined in the Constitution. Any additional responsibilities or policy matters not covered by the Constitution and not specifically delegated elsewhere shall be the responsibility of the Board of Directors.

Section 2. The election of the Board of Directors shall be held in accordance with provisions of Article VI of the By-Laws.

## ARTICLE IV

### Executive Committee

Section 1. Duties of the Executive Committee are outlined in the Constitution.

## ARTICLE V

### Committees

**Section 1. Special Committees:** The President is authorized to appoint, from time

to time, special committees to make studies or to consider specific questions related to the work of the Association. He may appoint special committees on his own initiative or at the request of the Executive Committee, the Board of Directors or by vote of the membership.

**Section 2. Nominating Committee:** This committee shall be constituted as directed in Article VII of the Constitution and Article VI of these By-Laws.

**Section 3. Program Committee:** This committee shall be appointed by the President in consultation with the newly elected President-elect, who shall serve as chairman of the Committee, and shall also include the members designated by each of the interest groups. Its size may vary, depending on the problems it may face in any year, but its total number shall not be less than the total of designated representatives from officially recognized interest groups.

The principle task of this committee is to plan and prepare, with the full assistance of the Executive Secretary, a program for the next annual meeting of the Association.

**Section 4. Legislative Committee:** This committee shall be appointed by the President to represent the Association in legislative programs at Federal and State levels which are of significance in services for the benefit of blind persons.

**Section 5. Awards Committee:** This committee shall be composed of three Past Presidents and two members of the Association appointed by the President. The committee is to select a candidate for the Shotwell Medal and a candidate for the Alfred Allen Memorial Award and recipients of any other awards to be made by the Association.

**Section 6. Membership Committee:** The President shall appoint a Committee, and shall designate its chairman, which will assist the Executive Secretary in developing and carrying out a membership program for the Association.

**Section 7. The Ethics Committee** is to supervise the administration of the Code of Ethics of the Association, to make recommendations for its modification to the mem-

bership and to handle any other matters relating thereto.

The Committee of five shall be elected by the membership, one member each year for a term of five years, upon nomination by the Board of Directors. The election shall take place at the regular election meeting of the Association and nominations from the floor may be made by any member in good standing. Should vacancies on the Committee occur between meetings, the President of the Association shall appoint a member to fill the vacancy until the next annual meeting at which time a member nominated as above shall be elected to fill out the unexpired term of the vacancy.

The Committee shall organize itself annually and shall choose its own Chairman and Secretary.

**Section 8. Resolutions Committee:** A committee of five members appointed by the President to receive resolutions from the members at the annual meeting and to present resolutions for action by the membership at its annual business meeting.

**Section 9. Necrology Committee:** A committee of three members appointed by the President following the Annual Meeting. This committee shall report to the membership at the next Annual Meeting the names and a resume of the work of members of the Association who have died since the last Annual Meeting.

**Section 10. Home Teachers Certification Committee:** A committee of three to five members appointed by the President for the purpose of certification of home teachers by the Association.

**Section 11 Braille Committee:** A joint committee of AAWB and AAIB, consisting of three specialists in Braille notation, appointed jointly by the Presidents of AAWB and AAIB.

## ARTICLE VI

### Nominations and Elections

**Section 1. Nominations and elections of Officers and members of the Board of Directors** shall be conducted in accordance with principles established by Article VII of the

Constitution, and for terms of office as indicated in Articles IV and V of the Constitution.

Section 2. The Nominating Committee shall make its report as provided in Article VII of the Constitution and further shall serve as tellers or shall appoint sufficient tellers to provide for an accurate tally of voting by the membership. Whenever there is more than one candidate for election, the election shall automatically be made by a secret ballot. In the regular election, held not later than 4:00 p.m. of the next to the last day of the Annual Convention, a plurality of members present and voting shall constitute election.

Section 3. The terms of Officers shall be for one year, except that the President shall not be elected and the President-elect shall succeed to the office of President at the completion of the President's one-year term of office.

Section 4. The Board of Directors shall be elected for terms of three years, on a rotating basis, four members being elected each year. If a member of the Board of Directors is nominated as an Officer, and accepts the nomination, he must resign from the Board of Directors before the election so that another person may be nominated for the Board of Directors in his place.

Section 5. This section of the By-Laws hereby establishes a transition period during which time continuity of Officers and Board members elected under the former Constitution will be provided, together with the gradual change-over to the plan of nominations and elections provided for under this new Constitution and By-Laws. This section will become null and void and inoperative in 1963 following completion of the Annual Meeting in that year.

This transition change shall be as follows:

a. Immediately upon adoption of this Constitution, the now incumbent President shall appoint a Nominating Committee of five members and shall designate its chairman. This Committee shall prepare a slate of Officers and candidates for the Board of Directors as provided in (b) and (c) below. The Committee shall make its report at the first general session following the adoption of the Constitution. Elections in 1961 shall be conducted in accordance with provisions of the new Constitution and By-Laws.

b. In 1961 the new President shall be First Vice-President as elected in 1959 and he shall serve for a two-year term.

In 1961 the President-elect shall be elected by the Association for a two-year term. In 1963 the President-elect shall succeed to the Presidency.

In 1961, in accordance with the Provisions of the new Constitution and By-Laws, candidates shall be nominated for the office of Secretary and for the office of Treasurer.

c. In 1961, the Nominating Committee shall submit the names of three members to be elected to serve as members of the Board of Directors for a three-year term. (Hereinafter to be called Group III.)

Sections A, B, C, D shall each elect a member to serve as members of the Board of Directors for a four-year term. (Hereinafter to be called Group II.)

The present incumbents, representing Sections E, F, G, H, I, shall continue to serve for two years. (Hereinafter called Group I).

This transitional plan will call for elections for the Board of Directors as follows:

	1961	1962	1963	1964	1965
Group I	—	—	—	—	—
Group II	Elect 4 <sup>2</sup>	—	—	—	—
Group III	Elect 3 <sup>1</sup>	—	Elect 1 <sup>3</sup> Elect 4 <sup>1</sup>	Elect 4 <sup>1</sup>	Elect 4 <sup>1</sup>

1. Elected by membership for 3-year terms.

2. Elected by old groups A, B, C, D for 4-year terms.

3. Elected by membership for 1-year term.

## ARTICLE VII

### Budgetary and Fiscal Control

Section 1. In addition to the membership fees, the Association may accept gifts or donations from interested individuals or groups for the general purpose of the Association or for specific projects.

Section 2. All income shall be received and receipted for by the Executive Secretary. All monies shall be deposited in a bank selected by the Treasurer and approved by the President. All funds deposited shall be reported to the Treasurer in a manner to be determined by the Executive Committee.

Section 3. Regular expenditures of the Association shall be made in accordance with a budget prepared by the Executive Secretary, with cooperation of the Treasurer, and approved by the Executive Committee and the Board of Directors as provided in Articles V and VI of the Constitution. All funds shall be paid out in voucher checks in a form determined by the Executive Committee. Checks shall be signed by the Executive Secretary and countersigned by either the Treasurer or the President. In emergencies, checks may be signed by the Treasurer and the President or two members of the Executive Committee.

Section 4. Non-budgeted expenditures in excess of \$250 must have the approval in writing of the Executive Committee. At the discretion of the Executive Committee, the Executive Secretary may maintain a rotating petty cash account not to exceed \$250.

Section 5. The fiscal year shall be the same as the membership year, January 1, to December 31.

Section 6. Regular financial statements shall be prepared by the Executive Secretary under directives from the Treasurer, and in accordance with recognized accounting principles, for submission to the Executive Committee at intervals to be determined by the Executive Committee, but at least quarterly.

The Treasurer shall make a full financial accounting to the membership at the Annual Meeting of the Association.

Section 7. The accounts of the Association shall be audited annually by a recognized Certified Public Accountant selected by the Board of Directors.

Section 8. The Treasurer will be custodian of all monies and securities of the Association, but may transfer, sell or purchase securities only with the approval of the Executive Committee or the Board of Directors.

## ARTICLE VIII

### Parliamentary Authority

Section 1. This Association, except as otherwise provided in its Constitution and By-Laws, shall be governed in all its meetings by parliamentary law as contained in ROBERTS RULES OF ORDER, REVISED.

## ARTICLE IX

### Quorum

Section 1. At any annual or special meeting of the Association 150 of the members present and in good standing shall constitute a quorum. At any meeting of the Board of Directors, a majority of the Directors shall constitute a quorum.

## ARTICLE X

### Amendments to the By-Laws

Section 1. These By-Laws may be amended at any regular Annual Business Meeting by a majority vote of the members present and voting, provided:

- a. That the amendment has been approved by the Board of Directors; or
- b. That the amendment has been proposed in writing and signed by twenty-five (25) members in good standing.

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# STATEMENT OF PRINCIPLES AND POLICIES OF THE AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND ON SERVICES AND BENEFITS TO BLIND AND VISUALLY IMPAIRED PERSONS

Adopted by the membership, July 12, 1962, at Cleveland, Ohio

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Whereas, the American Association of Workers for the Blind is a national membership organization composed of lay members and individuals who are employed by public and voluntary agencies and organizations which provide services to, or are interested in promoting the welfare of, persons who are blind or who have impaired vision to an extent that they require special attention and services; and

Whereas, the American Association of Workers for the Blind, by virtue of its Certificate of Incorporation and its Constitution and By-Laws, considers itself a social action organization with the avowed aim and purpose of influencing services to such blind and visually impaired persons through all available means, including action through administrative and legislative channels with regard to public programs and other appropriate means with regard to voluntary programs; and

Whereas, the effective implementation of this social action function by a democratic membership organization requires such an organization to have a clearly defined statement of principles and policies approved by the membership to guide the Board of Directors, Executive Committee, Executive Secretary and other staff, committees, and individuals who may be called upon to act as spokesmen for the organization; and

Whereas, at the request of the Legislative Committee, a meeting of the Board of Directors, the Executive Committee, the Committee on Administrative Structure and Fiscal Control, and the Ethics Committee was called to review the policies of the Association; and

Whereas, as a result of this meeting a committee was formed under the leadership of Dr. Francis J. Cummings to draw up such a statement of policy, and has done so and has presented it to the Board; and

Whereas, the Board of Directors has reviewed the following statement and presents it to the Association in Cleveland assembled, July 12, 1962 for its approval; now therefore be it

Resolved, That the American Association of Workers for the Blind, in Thirty-Sixth National Convention assembled, in the City of Cleveland, in the State of Ohio, on July 12, 1962, does hereby adopt the following statement of principles and policies:

## Preamble

The American Association of Workers for the Blind reaffirms its belief in the democratic principle of individual freedom and human dignity as basic to American democratic life. Hence, all services to blind and visually impaired persons must be provided with the consent of the individual served in a manner which will preserve and strengthen his self-respect and without regard to age, race, creed, national origin, or sex.

The AAWB believes that the basic aim of all services to a blind or visually impaired person is to assist him to lead as full and normal a life as he is capable of doing as an integral part of society. Therefore, the AAWB strongly approves of services, activities, and benefits which recognize the special needs of blind or visually impaired persons and disapproves services or activities which perpetuate

misconceptions and stereotyped thinking about blind and visually impaired persons, and feels that it is imperative that agencies and organizations themselves recognize each person as an individual when providing services.

The AAWB recognizes that changing needs over the years may require changing patterns of service which should be instituted without regard for vested interests. Furthermore, in advocating administrative or legislative changes designed to improve tax-supported programs, it is the declared policy of the AAWB that the interests of blind and visually impaired persons shall be the paramount consideration and that any resultant inconvenience or dislocation to public or voluntary agencies involved shall not be a factor in determining the AAWB's position on a given matter.

#### Definition of Terms

The AAWB recognizes that differences in defining terms commonly used has created confusion and differences of opinion more apparent than real among its members and throughout this and related fields. Terms such as *specialized*, *categorical*, *integrated*, *generic*, and *preferential* in particular have been subject to varying interpretation and consequent confusion. Therefore, in an effort to clarify the use of these terms, the AAWB endorses the following definitions and statements of policy:

1. *Specialized* services are defined to mean those services provided to blind and visually impaired persons which will make it possible for them to deal with or compensate for the handicapping effects of their basic condition and concomitant conditions stemming from it. Among these *specialized* services are *appropriate ophthalmic* consultation to restore or to improve useful sight, mobility restoration, instruction in Braille, typing and script writing, special training, rehabilitation counseling, and job placement. These services require a high degree of special training, knowledge, skill and competence on the part of personnel providing the service.

AAWB believes that these specialized services provided by qualified personnel are essential if blind and visually handicapped persons are to be served adequately.

2. *Categorical* services refer to a type of social welfare program generally established by legislation which provides services or benefits to people according to disability or other groupings with common characteristics.

AAWB believes that a categorical approach has served the best interests of blind and visually impaired persons and will continue to do so. This does not preclude participation in generalized programs provided that such programs adequately meet the needs of blind or visually impaired persons.

3. *Generic* services are those services which, as commonly understood in social work and other related disciplines, are applicable to all persons without regard for special groups. Generic services are highly important to blind or visually impaired persons.

AAWB believes that generic services alone are not sufficient to meet the needs of all blind and visually impaired persons.

4. *Integrated* services are those services which assist the blind or visually impaired person to participate fully in community life.

*Integrated* services for the handicapped are usually referred to by social welfare programs planned for disabled persons (including blind or visually impaired persons) without regard for the specific disability.

AAWB believes that integrated services are valuable for all blind or visually impaired persons, but AAWB believes that integrated service programs are inadequate unless they include specialized services by persons trained and skilled in meeting the special needs of blind or visually impaired persons.

5. *Preferential* services are services provided through legislation to a special group of persons. AAWB defines preferential services as those services which enable the blind or visually impaired person to attain equal status in community living.

AAWB approves of and will seek preferential services when they serve the best interests of the majority of blind or visually impaired persons and when such services enables the blind or visually impaired person to maintain his dignity as a human being and to achieve equal participation in community living.

### General Statement

The AAWB recognizes and endorses the trend of the past thirty years toward the development of Federally-financed programs of services to disabled persons in partnership with State and local public and voluntary organizations. In the past, the trend has been toward enactment of Federal legislation on a categorical basis. The current trend is toward enactment of legislation by the Congress on a broader basis, so as to provide commonly needed services and benefits to all disability categories within a single legal framework.

The AAWB also recognizes that work for the blind has over the years taken the leadership in developing many types of *categorical* programs, both through voluntary effort and tax-supported effort, and has consequently spearheaded and pioneered in the development of many valuable programs which would meet the needs of all types of disabled persons. The AAWB welcomes the development in more recent years of organized groups interested in the welfare of other categories of disabled persons and expresses the hope that these organizations will profit from the long experience of work for the blind in program development, especially with regard to the evolution of standards of service.

In view of the trend of the time toward the development of programs within the framework of broad legislation encompassing all types of disabled persons, and in view of the growth of active special interest groups advocating programs to meet the needs of other categories of disabled persons, it is the declared policy of the AAWB to work cooperatively with such groups in order to achieve objectives which encompass the mutual interests of all, provided that such programs meet the needs of and are in the interest of blind and visually impaired persons.

Furthermore, the AAWB declares that the type of legislative framework within which service programs are provided is not significant so long as the needs of blind and visually impaired persons for truly *specialized services* is preserved and strengthened.

The AAWB also recognizes that there may be times, owing to circumstances completely beyond the control of the organization, when

practical achievement of comprehensive legislation may not be attainable while *categorical* programs may be possible. In such circumstances, it will be necessary for AAWB to evaluate the situation on a pragmatic basis and to advocate a *categorical* program which will be attainable.

The AAWB declares that it will continue to advocate and seek enactment of legislation which involves the needs of blind and visually impaired persons only and which, therefore, has no application to other categories of disabled persons.

### Definition of Blindness

The AAWB recognizes that the economic definition of blindness (central visual acuity of 20/200 in the better eye with correcting lenses or a contraction of the visual field to 20 degrees or less), commonly referred to as the legal definition of blindness, was adopted for the administration of Title X of the Social Security Act and that this same definition has since then been used in the administration of programs which preceded and followed enactment of the Social Security Act to the extent that it has become a rigid criterion of eligibility for services.

AAWB recognizes the inadequacy of this definition, but agrees that it must be retained until a more satisfactory, realistic definition, scientifically arrived at, can be developed. AAWB agrees that it shall work towards development of a definition or definitions of blindness and/or impaired vision based on the concept of visual efficiency.

### Education

The AAWB believes blind and visually impaired children should be entitled to educational opportunities equal in all respects to their sighted peers and believes that the Federally-financed program to provide books and special educational aids should be expanded and made more effective in order to accomplish this.

The AAWB believes that it is the inalienable right of parents to choose an educational program for their children and parents of blind or visually impaired children must have this choice.

The AAWB recognizes the increasing trend toward the education of blind and visually impaired children in regular local schools with sighted children as consonant with the concept of integration of blind and visually impaired persons into the life of the community.

The AAWB recognizes that residential schools have offered high quality programs of education and service and continue to offer such programs for blind and visually impaired children.

The AAWB believes that educational and training services for children who have physical and mental disabilities in addition to blindness must be available in both local and residential schools.

In addition, the AAWB urges curriculum modification in local and residential schools to include qualified orientation and mobility instruction for blind children as an integral part of the educational process, whether such instruction is provided by the individual school, the school system, the State agency for the blind, or a voluntary agency for the blind.

### Rehabilitation

The AAWB firmly believes that high quality training in the techniques of daily living, including mobility and orientation skills, is the *sine qua non* of the rehabilitation process for blind persons. Consequently, the AAWB believes that such high quality services should be made available to blind persons of all ages as part of a State - Federal financed rehabilitation program, regardless of the individual's ability to enter vocational training.

With regard to vocational rehabilitation, the AAWB urges increased emphasis on the needs of the totally blind, the deaf-blind, and the multi-disabled blind and visually impaired, to the end that every blind and visually impaired person who is capable of working will be assured of an opportunity to earn a living for himself and his family in a job commensurate with his ability.

### Public Assistance

The AAWB regards the public assistance program as a means of assuring basic income maintenance and medical care to blind and visually impaired individuals who are unable

to work and who do not have adequate benefits under the OASDI Social Security System. At present, the majority of blind and visually impaired public assistance recipients is over 65 years of age; and the AAWB believes that this number will gradually decrease as OASDI coverages becomes more universal. At the same time, the AAWB considers it indefensible that blind and visually impaired individuals of employable age should be on the public assistance rolls and urges State vocational rehabilitation agencies to redouble their efforts on behalf of such individuals.

The AAWB endorses the rehabilitation emphasis in Federal public welfare legislation and hopes that the cooperative relationship between the State public welfare agency and commissions for the blind, public and voluntary rehabilitation agencies and agencies providing other services will result in increasing effectiveness of services to blind and visually impaired aid recipients, to the end that they will achieve self-support.

For those individuals who must remain on the public assistance rolls, there is a need to liberalize the program, minimizing the "means test" and to assure a decent standard of living consonant with human dignity. To this end, the AAWB endorses changes in the law to increase Federal participation in public assistance payments, with the proviso that such increases be passed on to aid recipients and not used by the States to decrease their own contribution. The AAWB also endorses legislative action designed to prevent aid recipients from being deprived of their homes in order to qualify for aid, to eliminate the anachronistic requirement of relatives' responsibility, and to remove residence requirements.

### Social Security

The AAWB strongly endorses the social insurance concept of the Social Security Act as a means of providing income maintenance for retired persons and their dependents, disabled persons and their dependents, and surviving dependents of deceased persons. The AAWB believes that this concept should be extended to provide comprehensive health care for persons over 65 and for disability insurance beneficiaries.

In addition, the AAWB believes that the disability insurance program should be strengthened to provide for insurance payments as a matter of right upon establishment of the existence of blindness and during the continued existence of the disability.

#### **Sheltered Workshops**

The AAWB believes that the sheltered workshop has a vital role to play in the complex of community services to blind and visually impaired persons, but firmly believes that this role does not include the use of the workshop as a place of terminal employment for blind and visually impaired persons who are capable of engaging in competitive enterprise. Consequently, the AAWB urges agencies operating sheltered workshops and State vocational rehabilitation agencies to work together to assure placement in industry or other suitable outside employment for workshop clients who demonstrate ability to engage in outside employment.

Although it is recognized that workshops can serve as training facilities, the AAWB urges careful evaluation of staff, equipment, and methods before such workshops are used for this purpose.

Finally, the AAWB urges all workshops to undertake to train and employ multi-disabled blind and visually impaired persons, for whom regular employment opportunities are severely limited at present.

#### **Standards of Service**

The AAWB unequivocally advocates the development, adoption, and practical implementation of the highest possible standards in all aspects of services to blind and visually impaired persons. In their conduct of public relations and fund-raising activities, agencies must maintain the image of the blind person as an individual human being, with self-respect and dignity. In order for the term *specialized services* to be meaningful and not an empty phrase, it is essential that every public and voluntary organization claiming to serve blind and visually impaired persons provide these services on a high quality basis. To this end, the AAWB pledges its support for and cooperation in any and all efforts to develop and put into effect standards designed to assure services of the highest quality.

#### **Personnel**

The *sine qua non* of high quality services is high quality personnel. The AAWB strongly advocates the employment of adequately trained and positively oriented personnel in all aspects of services to blind and visually impaired persons. AAWB believes that adequate compensation is one key to attracting and retaining properly qualified personnel in all aspects of work for blind and visually impaired persons.

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# CODE OF ETHICS OF THE AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND

Adopted, July 14, 1953, at Washington, D.C.

Amended, July 16, 1954, at Houston, Texas

Amended, June 24, 1955, at Quebec, Quebec

Amended July 13, 1956, at Los Angeles, California

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The operations of all agencies for the blind entail a high degree of responsibility because of the element of public Trusteeship and protection of the blind involved in services to the blind. We therefore adopt the following basic principles, and ask all agencies relying upon public support for their programs of service to the blind to adopt these principles. Upon application, annually, the AAWB will issue its **SEAL OF GOOD PRACTICE** to all those agencies for the blind which agree to accept and to adhere to these provisions.

**1. Board.** An active and responsible governing body, with legal authority, serving without compensation, holding regular meetings, and with effective administrative control.

\*(a) No more than one paid staff member should serve as member of the governing body.

\*(b) Four meetings a year of Board and/or Executive Committee should be considered a minimum.

\*(c) Vacancies on the Board of a private agency should be filled by election, not by appointment, except perhaps on a temporary basis.

**2. Purpose.** A legitimate purpose and with no avoidable duplication of the work of other sound organizations.

**3. Program.** Reasonable efficiency in program management, and reasonable adequacy of resources, both material and personnel.

\*(a) Service reports should reflect volume of service in each area where service is claimed. They should be available

to the public and should contain a statement of receipts and expenditures or an indication of where such information might be obtained.

**4. Cooperation.** Evidence of consultation and cooperation with established agencies in the same or related fields.

**5. Ethical promotion.**

(a) Ethical methods of publicity, promotion, and solicitation of funds.

(b) No portrayal of the blind as helpless.

(c) No use of any living blind person's name or picture without prior permission of individual concerned.

(d) No granting of the right to commercial manufacturers or vendors to couple their support of programs for the blind with their sales promotion.

(e) No representation of products as made by the blind unless the agency employs blind persons to an extent constituting not less than 75 per cent of the total personnel engaged in the direct labor of production of manufactured blind-made products. Temporary exceptions may be recognized in the case of experimentation with new products and/or processes.

Direct labor production means all work required for preparation, processing and packing, but not including supervision, administration, inspection and shipping.

Definition of blindness: The term "blind individual" means an individual whose central visual acuity does not exceed 20/200 in the better eye with correcting lenses, or whose visual acuity is greater than 20/200

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\*Adopted, 1954 at Houston, Texas.

but is accompanied by a limitation in the fields of vision such that the widest diameter of the visual field subtends an angle no greater than 20 degrees.

- \*(f) Publishers of Braille periodicals should check their subscription lists at least once a year to ascertain whether or not their publications are still desired.

#### 6. Fund-Raising Practices. In fund-raising:

- (a) No payment of commissions for fund-raising.
- (b) No mailing of unordered tickets or merchandise with a request for money in return. Exceptions may be recognized in the case of agencies which use and have used seals as a traditional part of their fund-raising techniques.
- (c) No general telephone solicitation of the public.
- (d) No entertainment by or in the name of an agency for the blind unless the complete net income from the sale of tickets is paid to the agency and unless the entertainment is in all other respects promoted in accordance with the principles set forth in the over-all statement of principles.
- (e) No solicitation of funds in areas in which the agency soliciting renders no substantial service to the blind of that area.
- \*\*\*(f) No use of cannisters, coin boxes, collection boxes and such on the public streets and in public places; no "postman's walks" and similar fund-raising schemes.
- \*\*\*\*(g) No approval to agencies which accept funds from other groups which employ any of the above-mentioned methods of solicitation which violate the Code of Ethics.

\*(h) Twenty-five per cent of funds raised would seem sufficient for cost of fund-raising, although as much as 40 per cent might be justified in some cases. (Cost of office space may be excluded when computing percentage but bequests and income from investments should be excluded when computing total of moneys raised).

\*(i) All moneys raised must be spent for the purpose for which they are solicited. If a justifiable shift is to be made, then the donors should be notified.

7. Audit. Annual audit of books by a State, Federal, or independent certified accountant showing all income and disbursements in reasonable detail.

8. Budget. Detailed annual budget, translating program plans into financial terms.

9. Activities. Annual report of work of the agency, in reasonable detail, including a brief, informative statement of principal sources of income and types of expenditures, or an assurance in writing that an audited financial statement may be secured from an accountant (whose name and address shall be furnished).

10. Information. Agreement to furnish the AAWB such information as will serve to establish the right of the agency to the SEAL OF GOOD PRACTICE of the AAWB, this to include a financial statement certified by the financial officer of the agency, in such reasonable detail as may be requested; information with respect to the budget of the agency; activities report and forecast of future programs and fund-raising projects. It is agreed that all such information shall remain confidential to the Certifying Committee of the AAWB.

11. Appeal. In the event of disapproval of any application for the SEAL OF GOOD PRACTICE any agency so disapproved shall have the right of appeal to the Board of Directors of the AAWB for a review and final decision.

\*Adopted, 1954, at Houston, Texas.

\*\*Adopted, 1955, at Quebec, Quebec.

\*\*\*Adopted, 1956, at Los Angeles, California.

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## AGENCY AND CONTRIBUTING MEMBERS

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### THE AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND, INC.

#### The AAIB . . .

Utilizes periodicals and other communicative media to evaluate problems and provide solutions, to disseminate professional information and to stimulate an effort toward higher standards in personnel, programs and facilities.

Conducts regional meetings and conventions to aid educators of visually-handicapped children to broaden their knowledge and skills, thereby better fitting them for the guidance of their students toward educational achievement and economic independence.

Cooperates fully with international, national and state organizations working toward improving and expanding the educational opportunities and development of the visually-handicapped child.

Provides professional leadership to those in the field of the education of visually handicapped children by establishing educational standards and certification processes.

#### The American Association of Instructors of The Blind, Inc.

Through your membership, is able to:

1. Provide to those interested in the education of visually handicapped children important professional literature such as the INTERNATIONAL JOURNAL FOR THE EDUCATION OF THE BLIND, and similar special publications.
2. Organize needed professional meetings

and workshops including regional training institutes and national conventions.

3. Develop standards for evaluating programs in which visually-handicapped children are being educated.
4. Administer a teacher certification service.
5. Support research in the field of the education of visually-handicapped children and youth.
6. Provide recruitment scholarships for professional personnel needed in the education of visually-handicapped children.
7. Offer awards for student recognitions and professional achievements and projects.
8. Provide consultation on the education of visually-handicapped children.

#### DUES IN THE AAIB ARE:

\$8.00 FOR 1963

\$9.00 FOR 1964      \$10.00 FOR 1965

LIFE MEMBERSHIP \$200.00

INSTALLMENT LIFE MEMBERSHIP

\$20.00 YEARLY FOR 10 YEARS

#### For further information contact:

OFFICE OF EXECUTIVE SECRETARY

AMERICAN ASSOCIATION OF INSTRUCTORS  
OF THE BLIND, INC.

2363 South Spring Avenue

St. Louis 10, Missouri

**AMERICAN FOUNDATION FOR THE BLIND**

15 West 16th Street, New York 11, N. Y.

**Purpose**

The American Foundation for the Blind was incorporated as a private agency on September 23, 1921, and opened its offices in New York on February 1, 1923. It was established by action of agencies serving blind persons and by their friends to promote higher standards of service throughout the United States on behalf of all blind and deaf-blind persons. In its work the Foundation cooperates with, and makes its consultation available to, local, state and national governmental and voluntary organizations working with or for blind individuals and represents the interests of blind persons with the various agencies of the Government. Its objectives are to help those handicapped by blindness achieve the fullest possible development and utilization of their capacities and the maximum integration into the social, cultural and economic life of the community.

**Program of Service****RESEARCH**

Studies in education and rehabilitation of blind and deaf-blind persons; in legislation and community-planning affecting them; and in the development of mechanical appliances used by people who happen to be blind or deaf-blind.

**CONSULTATION AND FIELD SERVICE**

Consultation is offered in the areas of community-planning and in vocational, educational, and psychological services. Upon invitation, the Foundation will conduct surveys and studies of agencies and of city-wide and state-wide programs of services for blind persons. An up-to-date national register of deaf-blind persons serves as a guide to the planning of services to this special group.

## SCHOLARSHIPS AND FELLOWSHIPS

A fellowship program designed to advance professional preparation of persons needed to staff the various programs of services for blind individuals, supplemented by a grant program to encourage research, both basic and applied. General scholarships are offered each year to qualified blind students who have been accepted by institutions of higher learning.

## PROFESSIONAL DEVELOPMENT

Advancement of professional competencies through institutes, workshops, and seminars sponsored by the Foundation, or developed in cooperation with other national agencies and with selected colleges and universities.

The Personnel Referral Service serves as a clearing house for matching professional and administrative personnel with staff vacancies that exist in organizations serving the blind. Emphasis is on selected referral of personnel data, including professional references, to prospective employers.

## TECHNICAL OPERATIONS

Production of talking book records and experimentation in improvement of methods of sound-recording and reproducing. Field tests are carried on to establish the usefulness of new devices in the electronic as well as the mechanical field.

## PUBLICATIONS AND LIBRARY SERVICE

*New Outlook for the Blind* (General professional monthly journal in ink-print, Braille and Talking Book editions; Talking Book edi-

tion includes announcement of new Talking Book releases.)

*Touch—and Go* (Informational periodical for deaf-blind persons published in Braille and limited ink-print editions.)

*Braille Book Review* (Service periodical for blind users and librarians published in Braille and ink-print.)

*Talking Book Topics* (Service periodical for blind users and librarians about recorded literature published in ink-print form.)

*Directory of Agencies Serving Blind Persons in the United States and Canada* (Biennial.)

Books and pamphlets of professional content are published regularly, and more than 20,000 ink-print books, pamphlets, monographs and other material are available on loan to anyone interested in services for blind persons.

## SPECIAL SERVICES TO BLIND INDIVIDUALS

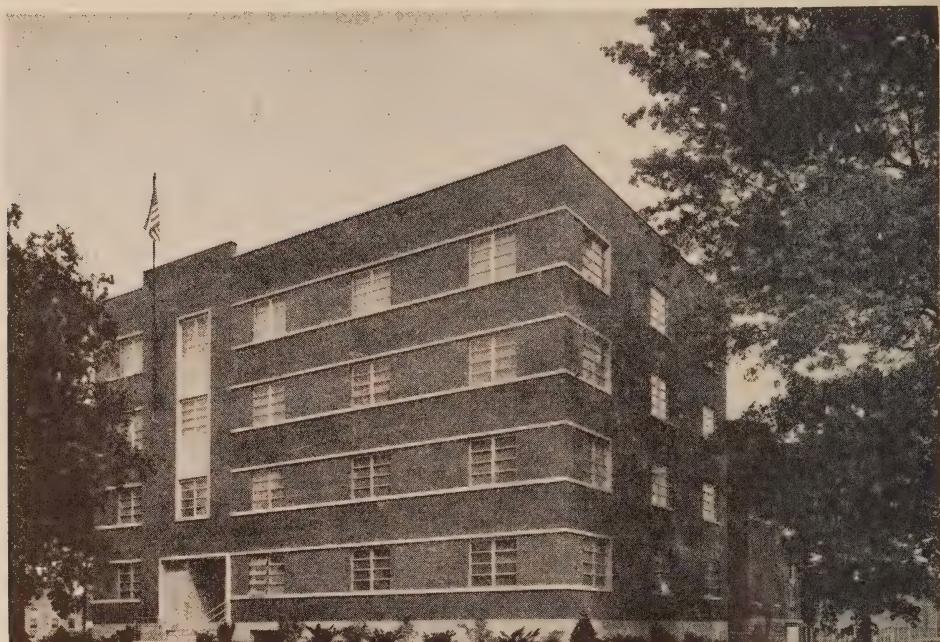
Arrangements for "one-fare" privileges for blind persons and their guides on railway and bus lines.

Sale of Braille watches and other special appliances, tools and aids for the blind, at cost.

## PUBLIC EDUCATION

A department which is established to use every means of communication, television, radio, and the printed word, in articles and news releases to help acquaint the public in general in the modern concept of blindness, and also to advise anyone who is blind of the services, aids or benefits available to him.

AMERICAN PRINTING HOUSE FOR THE BLIND, INC.  
(Chartered in 1858)  
1839 Frankfort Avenue, Louisville 6, Kentucky



When schools for the blind were established in this country over a century ago, one of the greatest needs was for an ample supply of embossed books and special apparatus for instructional purposes. A central, national printing house to supply all of the states was proposed, and on January 23, 1858, Kentucky chartered the American Printing House for the Blind. Celebrating its Centennial during 1958, the Printing House is the oldest national institution for the blind in the United States and the largest publishing house for the blind in the world.

Operating on a non-profit basis, it furnishes books and apparatus for the education of the nearly 17,000 blind children enrolled in public educational institutions for the blind and in regular public schools throughout the United States and its territories, through an annual appropriation by Congress under the Act of 1879 "To Promote the Education of the Blind." The appropriation for the 1962-1963 fiscal year amounted to \$687,000, including \$41,000 for administration of the Act.

In addition to its responsibilities as the official schoolbook printery, the Printing House acts in its capacity as a national, private, non-profit organization by offering its services to individuals and other agencies wishing to provide literature and materials for the blind, including some 70-odd Braille and talking book magazines issued on regular schedules, not to mention hundreds of Braille and talking books, and other items. As a special project of its own, since September, 1928, it has published a Braille edition of *The Reader's Digest*, and a talking book edition since September, 1939. Beginning in January, 1959, it has sponsored a talking book edition each week of *Newsweek* magazine. All of these publications amount to more than \$2,000,000 per year.

In addition to Braille and talking book publications, the Printing House publishes textbooks in large print for partially visioned children, Braille music, and recorded tapes, as well as manufacturing a wide variety of educational aids.

**ARKANSAS ENTERPRISES FOR THE BLIND, INC.**

Roy Kumpe, Executive Director

2811 Fair Park Boulevard

Little Rock, Arkansas



The Arkansas Enterprises for the Blind, Inc., is a non-profit organization administered by a 37-member Board of Directors. It has a three-fold purpose:

1. To operate the Southwest Rehabilitation Center for the Blind which provides evaluation, personal adjustment and prevocational training under the sponsorship of the Lions Clubs of Arkansas (a regional center serving states of the South, West and Mid-West).
2. To operate a vending stand program as nominee for the Arkansas Rehabilitation Service.
3. To carry on a public education program

in cooperation with the Lions Clubs of Arkansas on the prevention of blindness and the abilities of blind persons.

**Other Services:**

- a. Optical Aids Clinic
- b. Conducts Training Institutes for professional personnel under the Office of Vocational and the State Rehabilitation Service.

Through a Federal grant of Hill-Burton funds, three new buildings have been completed and a fourth building is under construction. With the new plant, the Center will have a capacity of 50 trainees.

## BLINDED VETERANS ASSOCIATION

3408 Wisconsin Avenue, N.W., Washington 16, D.C.

The Blinded Veterans Association is a membership organization of veterans blinded as a direct result of their service in the Armed Forces of the United States. It was organized in 1945 and was incorporated under the laws of the State of New York in 1947. In 1958, the BVA was nationally chartered by an act of the U. S. Congress.

The Association is governed by a Board of Directors consisting of ten blinded veterans elected by the membership. The Board has the benefit of counsel from an Advisory Committee, which is made up of leaders in the field of rehabilitation, research, labor, business, and management.

The Blinded Veterans Association is deeply concerned with the problems imposed by blindness and in the most effective ways to deal with them. Although its primary function is to assist blinded veterans to reestablish themselves as productive citizens, the programs and policies of the Association are designed to benefit all blind persons. This long-range objective can be implemented effectively by demonstrating the patterns of success that are derived from total rehabilitation.

The Association serves all blinded veterans through some aspect of its program, regardless of the individual's membership status. However, the BVA is primarily concerned with the needs of the war-blinded of World War II and the Korean War, since these men are still young enough to adapt readily and are potentially employable.

The service program of the Blinded Veterans Association has three major aspects: Field Service, National Service, and Public Education.

Field Service is the heart of BVA's rehabilitation program. It is designed to fill the gaps in Government programs and to effectively and efficiently utilize existing community resources on behalf of the war-blinded.

BVA Field Representatives enjoy the complete cooperation of the Veterans Administration and the vast majority of other public and voluntary agencies serving blind persons.

Blinded veterans receive the following services from BVA Field Representatives:

1. Encouragement to take special adjustment training at VA Hospital, Hines, Illinois.
2. Encouragement to accept vocational counseling and training.
3. Assistance in finding employment.
4. Assistance in obtaining veterans' benefits provided by law.
5. Encouragement to participate in community activities.

The Blinded Veterans Association assists all of the war blinded through its National Service program. Among the activities carried on by the BVA in this phase of its program are the following:

1. Extension of employment opportunities for the blind in Government through changes in Civil Service regulations and procedures.
2. Liaison with Government agencies concerned with the rehabilitation of the war-blinded and the blind in general.
3. Cooperation with national agencies for the blind to raise standards of rehabilitation.
4. Consultation with the Congress to ensure sound legislation for the war-blinded and the blind in general.

5. Service to individual blinded veterans requiring action on the national level, such as appeals before Government boards, clarification of policies and procedures, etc.

The BVA's Public Education program is small in scope. Its primary current function is the preparation of the *BVA Bulletin*, the organization's national publication through which it keeps the war-blinded, workers for the blind, and interested individuals informed about veterans' benefits, job opportunities, accomplishments of individual blinded veterans, the latest technical aids, and other developments in the field.

Through special awards to employers who have given the blind a chance to demonstrate their ability, as well as awards to individual blinded veterans, the Association attempts to focus attention on the capabilities of the blind.

**BRAILLE INSTITUTE OF AMERICA, INC.**

741 North Vermont Avenue

Los Angeles 29, California

(Founded 1919, Incorporated 1929)

**FREE SERVICES TO THE BLIND**

**Basic Training**—Regular classwork and training is given which enables a blind person to adjust to his handicap. These include: Braille reading and writing (slate and stylus and Braillewriter); a Home Economics program in completely furnished "practice apartments" in which the blind learn special daily living techniques of meal planning, marketing and cooking, as well as table etiquette and personal grooming; a Home Repairs course which includes the fundamentals of electrical, plumbing and general household repairs; a Cane Travel course in which instructors teach the newly blind the special technique of handling the white cane, the use of public transportation and the general factors of mobility.

**Home Instruction**—The same practical skills that begin the process of personal adjustment are offered blind people in their homes, if necessary, by a staff of home teachers who are themselves blind.

**Education**—Primary and advanced classes

in Braille reading and writing, spelling, grammar, amateur radio, typing, dictaphone, and liberal arts courses which include foreign languages, geography, current events, and many others.

**Recreation**—A varied program includes loomweaving, knitting, sewing, millinery, oil painting, ceramics, mosaic tile, bowling, and lessons in piano, organ and voice. Special events, such as outings, social and square dancing, and trips, are regularly scheduled.

**Social Services**—Interviewing of the newly blind; distribution of free white canes, non-interest-bearing loans for qualified business projects, budget advice, annual distribution of Christmas boxes to the needy blind, and worldwide distribution (in so far as funds permit) of free Braille BIBLES.

**Personal, Family and Vocational Counseling**—Blindness often brings social and economic "side" problems. Trained caseworkers experienced in handling personal, family, and

employment problems, provide a continuing counseling service.

**Youth Program**—Sponsors of Braille Troop 82 (blind Boy Scouts); Cub Scout Pack 82-C (blind Cub Scouts); Saturday recreational programs in suburban communities; summer day camps (ages 8-12); free Christmas story books in Braille for blind school children (California); autistic (emotionally-disturbed) blind children's therapy program under the direction of consulting psychiatrists.

**Library**—Braille books, talking books (records), and tapes are circulated throughout Southern California and Arizona; the loan and free repair of radios and Braillewriters; a tape-recording service; a volunteer reader's service for blind students; hand-transcribed Braille books for loan to blind readers anywhere in the United States and its possessions.

**Printing Plant**—Publication of periodicals, pamphlets and books, including the HOLY BIBLE in Braille and *The Braille Mirror*, a reprint magazine in Braille with world-wide distribution; also printing in Moon, an embossed form for blind persons who lack the fingertip sensitivity for reading Braille.

**Visual Aids**—Samples provided of special lenses and magnifying devices which, after approval by an eye specialist, can often be of help to the partially sighted.

**Aids and Appliances**—A sales store which provides — at cost — to the blind such items as Braille slates, styli, paper; needle threaders and signature guides; Braille watches, clocks, games; flame tamers, oven thermometers and many other items.

**Volunteer Services**—Many people offer their services to the Institute for such continuing needs as transportation, general office work, emergency driving, recreation and teaching aides, a transcribing and reading service, a "friendly visitor" program, receptionists, tour guides, and Thrift Shop sales help. The scheduling and coordination of these services is an important function of the Institute.

**Public Education**—Under the Public Relations Department, the Institute utilizes various communications media to conduct a continuing program of public education, in an attempt to eliminate the stereotyped concepts of blindness and to get the blind person completely accepted as a person.

## THE CANADIAN NATIONAL INSTITUTE FOR THE BLIND

National Offices: 1929 Bayview Avenue, Toronto 17, Ontario

**Employment**—Open to those whose health and abilities meet the necessary standards in industry, CNIB canteens and sheltered shops.

**Farm Counselling**—Program of information and advice concerning farm problems.

**Social Service**—For the intimate problems that accompany blindness, professional social workers are always available. Specially trained sightless field secretaries serve the blind in Canada's ten provinces.

**Preschool**—Special counselling and advice concerning early training and development await the parents of blind little ones.

**Recreation**—A year-round program in cooperation with the Canadian Council of the Blind offers a variety of activities for young and old alike.

**Residence**—Across Canada, 20 modern residence and service centers provide a home-like atmosphere.

**Home Teaching**—In crafts, touch-type reading, the typewriter, and household skills. It restores independence and confidence.

**Library**—Braille, Moon, and talking books provide reading in a large variety of subjects. A music library serves the needs of blind musicians, and the guidance of a professional music consultant is always at hand.

**Concessions**—Theatre passes, travel reductions, streetcar passes, bring these facilities within reach of all.

**Discounts**—On watches and numerous household appliances from radios to toasters

provide a considerable saving for sightless purchasers. Braille watches and equipment devised for the blind reduce the strain of sightless living.

**Salesroom**—Provides raw materials from which sightless craftsmen produce "Blindcraft" products.

**The War-blinded**—Special privileges assist sightless veterans.

**The White Cane**—Folding for purse or pocket or straight for permanent use, it is the symbol of blindness, and a valuable protection.

**Prevention of Blindness**—An active sight conservation program is maintained. More than 84,066 have received help.

**Eye Bank of Canada**—Provides eyes to surgeons with clients in need of the sight-restoring corneal transplant operation.

**Low-vision Clinic**—Provides special lenses for those whose sight is too poor to benefit from ordinary glasses.

**Vocational Counselling**—Helps blind persons to choose and prepare for the career most suited to their needs whether in business, industry, the professions or within the CNIB.

**Home Study**—Through the Hadley School for the Blind, CNIB offers 84 courses by mail.

**Seeing-Eye Dogs**—Through Seeing Eye Inc., Morristown, N. J., CNIB supplies dog guides.

## CHRISTIAN RECORD BENEVOLENT ASSOCIATION, INC.

3705 South 48th Street, Lincoln 6, Nebraska  
 103 Weber Building, Victoria, British Columbia, Canada



The CHRISTIAN RECORD BENEVOLENT ASSOCIATION was founded in 1899.

**Present Extent of Services**—Throughout all states in U.S.A. and all Provinces in Canada, and 67 overseas countries.

Services include:

Monthly magazines for all ages, Braille, Grade 2.

*Youth Happiness*, one of the monthly Braille magazines, is also produced in a large-print edition so that teachers may use it for their entire class.

Lending Library of non-fiction titles in Braille Grades 1½ and 2, and in New York Point. Wide range of subjects.

New type of books for blind parents of sighted children. Now parents can read to their little children and hold their attention. Some of the titles are: BIBLE ABC'S, WHOSE

TAIL IS IT?, TEN COMMANDMENTS FOR CHILDREN, HOW ANIMALS GET THEIR FOOD, HOW THINGS GROW.

**Talking Books**, inspirational, devotional, nature stories. Available to readers in the U.S.A. by writing to the Regional Libraries of the Library of Congress. Available to readers in Canada and overseas by writing to our Lincoln, Nebraska office.

"**Christian Record Talking Magazine**," issued quarterly. Keep-sake poems, beautiful gospel music, inspiring articles.

**Correspondence Courses**, 11 in Braille and on records. They bring information, peace, hope. Three are especially prepared for use by children in Vacation Bible School and summer camps sponsored by Lions and other organizations.

Personal visits by our 50 District Representatives.

## THE CLEVELAND SOCIETY FOR THE BLIND

1958 East 93rd Street

Cleveland 6, Ohio

### COLUMBIAN LIGHTHOUSE FOR THE BLIND



### The road to the return of normal living

Distribution Agency—For Seeing Book  
Machine, Wm. G. Rector, Director  
and the Cleveland Foundation to better interpret  
the Society's program, new displays have been  
designed which depict various aspects of the  
agency's services.

These displays are 4' x 6' on painted  
masonite and mounted on legs.

Ten displays are currently in use in various  
city-wide locations in connection with the  
United Appeal campaign. During the rest of

the year, these displays will be used in  
various locations throughout the city.  
Each display costs \$100.00 to produce  
and maintain. The cost of distribution  
is approximately \$100.00 per display.  
The total cost of the displays is \$1,000.00.

Our purpose is a dual one: to make known  
to the community the services which are  
available to visually handicapped persons and  
to foster an awareness that blindness need  
not mean the end of normal living.

**COLUMBIA LIGHTHOUSE FOR THE BLIND**

2021—14th Street, N.W.

Washington 9, D.C.

The Columbia Lighthouse for the Blind is a non-profit agency operating a service program for the blind in the Washington area. It also operates a workshop.

**SERVICES**

**Community Services**—Home and hospital visits, orientation and teaching of basic skills of daily living, for those who cannot leave their homes.

**Psychological Services**—Psychological and aptitude testing — Individual counselling — Group counselling — Family counselling.

**Adjustment Services**—The teaching of fundamentals such as Travel, Home Economics, Communications, and other basic techniques needed by blind persons to successfully reorganize their way of life.

**Evaluation Services**—To explore with the blind person his vocational aptitudes, interests and abilities through the use of tools, machinery and job sampling.

**Vocational Training**—In cooperation with the D. C. Department of Vocational Rehabilitation, the Lighthouse serves as a center for vocational and adjustment training for blind persons.

**Employment**—Blind persons are gainfully employed on many different jobs, turning out a variety of products. Participates in Government purchasing program with National Industries for the Blind.

**Recreational Program**—Using the facilities of the community and the Lighthouse.

**Distribution Agency**—For Talking Book Machines, White Canes, Radios, Braille Supplies. General information about Blindness and Prevention of Blindness.

## DELAWARE COMMISSION FOR THE BLIND

305 West 8th Street, Wilmington 1, Delaware

The Delaware Commission for the Blind was established by act of the State Legislature in 1909 for the education, training and general welfare of the blind. Programs include: vocational guidance, counseling, training and placement; financial assistance to the needy; processing of applications for disability benefits for the Federal Bureau of Old Age and Survivors Insurance on all applicants who claim a serious visual disability; sheltered workshop for persons unable to be employed in private industry; training in the home by visiting teachers; service to preschool blind children and their parents; recreation; programs of sight conversation; and training to become self-supporting through the operating of vending stands and snack bars.

The Commission maintains a retail store for the sale of articles made by the blind; a small Braille library of books and periodicals; and distributes the talking book machines provided on allocation by the Library of Congress to the State. The Commission has the responsibility of licensing agencies or in-

dividuals outside Delaware who wish to solicit funds or sell articles in Delaware for the welfare of blind people.

In cooperation with the Wilmington City Schools, Braille classes have been established for blind children in the Wilmington area. Other blind children are enrolled at State expense in special schools of neighboring states, the Commission being responsible for supervision of their education.

The Commission operates Landis Lodge, located a short distance from the heart of Wilmington, where any blind Delawarean in good health may spend an enjoyable vacation at no cost to himself.

Under the terms of Delaware law, state agencies are required to purchase goods and services from the Commission for the Blind, when such goods and services are equal in quality and price with those available through normal channels.

The Commission is supported by State and Federal funds.

## FLORIDA COUNCIL FOR THE MIND (A SWIA Agency)

416 S. Tampaia Avenue, Box 1229, Tampa 1, Florida.

**Harry E. Simmons, Executive Director**

types of self-striges in Delays for the next  
diverse outcomes Delays who wish to settle  
cases of paid people.

in cooperation with the Williamsburg City  
Schools, will close next year under a plan  
to bring children to the Williamsburg  
Open High School, which is to be  
located in the former public school building at 21st and  
George Washington Street, or designating street.  
The Commission plans to submit  
a bill to the legislature to effect the change.

Country expenses  
and public office with those authorities through  
which such bodies set services the country  
service from the Government to the public  
expenses of the service of the public and  
the expenses of the service of the public.

the Committee on Education and the Arts, and the National Endowment for the Arts.

The Department of Education has issued a circular letter to all State Superintendents and State Directors of Education, asking them to forward to the Commissioner of Education, copies of all laws, regulations, and rules relating to the admission of Negroes to white schools. The letter states that the Board of Education will consider the matter at its meeting in October.

Year Established: 1941.

Established By: Laws of Florida, Acts of  
1961, Section 409.26.

**Purpose:** Under broad authority of the law, the Council is responsible for a general program of prevention of blindness, restoration of sight, social adjustment, and home teaching; distributing agency for Government-

owned talking book machines; designated agency to issue licenses to blind persons to operate vending stands; authorized agency to administer vocational rehabilitation of the blind; authorized agency to maintain vocational and social diagnosis and adjustment training to the newly blinded and to other blind persons who can benefit from this service at the Rehabilitation Center for the Blind, Daytona Beach, Florida.

## GUIDING EYES FOR THE BLIND, INC.

1000th Annual Meeting New York



## GUIDE DOGS FOR THE BLIND, INC.

SAN RAFAEL, CALIFORNIA — Tel. Glenwood 4-5454

WILLIAM F. JOHNS, Executive Director

GUIDE DOGS FOR THE BLIND, INC., under the supervision of William F. Johns, Executive Director, is in its twenty-first year serving blind men and women from twenty-four Western states and Western Canada.

Supported by Community Chest drives, membership dues and other voluntary funds, Guide Dogs for the Blind asks no fee from the student for dog, equipment, four weeks of residence training, or paid round-trip transportation, where there is a demonstrated need.

The 11-acre campus, which includes administrative offices, a students' dormitory, and kennels, is located a short distance from a residential area in San Rafael, California, close enough to the downtown area to enable students to become accustomed to crowds and traffic while training with their Guide Dogs. Students also work with their dogs in downtown San Francisco during the last ten days of their course. Braille switchboard training is another offering of the school.

All instructors participate in a four-year training program in accordance with the California State Board's requirements for licensing guide dog schools. Guide Dogs for the Blind holds the state's Nonprofit license. A Each dog issued is from the organization's own breeding stock, which includes German Shepherds, Labrador Retrievers and Golden Retrievers. Through a grant from the U.S. Government, Guide Dogs for the Blind, under the direction of Clarence J. Pfaffenberger, is conducting a five-year research program on dog breeding and genetics.

Follow-ups on all students enable graduates to derive the greatest amount of benefit possible from their acquirement of a Guide Dog, and an in-field service is maintained for their convenience.

Admission requirements for prospective dog-guide users is available on request. Literature and six different films also are available.

**Member:** National Rehabilitation Association, AAWB, AAIB, California Association for Health and Welfare, National Conference on Social Welfare, California Conference on Social Welfare, Federation of Community Services of Alameda County, Marin Council of Community Services, Community Services of San Diego.

Awarded the AAWB Seal of Good Practice—1962.

**Board of Directors:** Mrs. Nixon Tucker, Honorary President; Mrs. Walter S. Heller, Honorary Vice-President; Mrs. Pierpont Morgan Hamilton, President; Robert H. Schnacke, Vice-President; C. J. Pfaffenberger, Vice-President; John N. Rosekrans, Vice-President; Mrs. Jerry Walker, Secretary; Mrs. John B. Keaton, Assistant Secretary; Homer Keaton, Treasurer; Robert E. Hunter, Jr., Assistant Treasurer; E. O. Boyer, Mrs. George Brady, Jr., Dr. Clifford Allen Dickey, Mrs. Donald Fisher, Mrs. Joseph Gild Hickingbotham, Jr., William F. Johns, Mrs. Julie Kaye Raskin, Mrs. Bliss Schutte.

Awarded the AAWB Seal of Good Practice — 1963

**GUIDING EYES FOR THE BLIND, INC.**

Yorktown Heights, New York



Guiding Eyes for the Blind is a voluntary agency maintaining a full program to provide carefully trained guide dogs for sightless persons deserving greater independence and mobility. An inquiry requesting specific or more complete information on the services available from or on behalf of a blind person receives prompt and careful attention.

The school is a handsome colonial home, remodeled and enlarged, set in the country-side of upper Westchester County, N. Y. The blind students live at the school during the four-week training period, and every effort is made to achieve an atmosphere that is homelike in every way.

The emphasis is on quality in the training program. Classes never exceed six students in number. Full facilities allow for two classes at one time, and it is the school's aim to make the instruction as individual and personal as possible.

**Eligibility:** Any blind person between the ages of 17-55 may apply for the training. A brochure outlining requirements and explain-

ing the training program is available in ink, Braille or recorded form.

**Tuition:** There is a nominal tuition fee of \$150 for the training. Replacement tuition is \$50. However, no deserving individual is ever denied the training, as full scholarships are available.

**Transportation:** Arrangements are made to meet students at the major terminals in New York City. The tuition fee includes all transportation costs.

**Alumni Service:** Through its follow-up program, graduates are assured of service and assistance whenever and wherever required. A carefully planned and organized apprentice instructor program is maintained, thus assuring a growing number of qualified instructors — the basis or backbone of the guide dog field.

Donald Z. Kauth, Executive Director  
Edward F. Fouser, Director of Training  
Peter F. Campbell, Student Relations

Awarded the AAWB Seal of Good Practice — 1962

New York City Office — 11 West 42nd Street, New York 36, New York — LOnagre 3-6038

**INDIANA ASSOCIATION OF WORKERS FOR THE BLIND, INC.**

Post Office Box 1724  
Indianapolis 6, Indiana

John Richardson, President  
Charles M. King, Secretary

**THE INDUSTRIAL HOME FOR THE BLIND**

57 Willoughby Street, Brooklyn 1, New York

Peter J. Salmon, Executive Director

INDIANA ASSOCIATION OF WORKERS FOR THE BLIND, INC.

**NEW IHB SUFFOLK SERVICE CENTER**

244 East Main Street, Patchogue, Long Island

The 14th IHB facility on Long Island serving more than 700 blind and deaf-blind men, women and children in the Suffolk County area

The Industrial Home for the Blind, with its headquarters at 57 Willoughby Street, Brooklyn 1, New York, serves one of the largest population areas of the United States—the four counties of Long Island—Kings, Queens, Nassau and Suffolk, with nearly 7 million population. The registry of the IHB contains nearly 4,000 names of known blind persons, more than 60 per cent of whom receive some form of service each year.

The new Suffolk Service Center will offer a Day Center operation, a Vision Rehabilitation program, a Speech and Hearing service,

a Volunteer Transcription program, and a Vocational program. All social casework for Suffolk County will emanate from this new facility rather than from the western counties of Long Island, as in former years. Burrwood, a residence at Cold Spring Harbor for aging blind persons, will continue to be an important Suffolk facility, as will the Information Center at Riverhead, but the emphasis of direct service to the population at large will now be concentrated in Patchogue, another of the ever-growing service developments of IHB, which since 1893 has served the Long Island community.

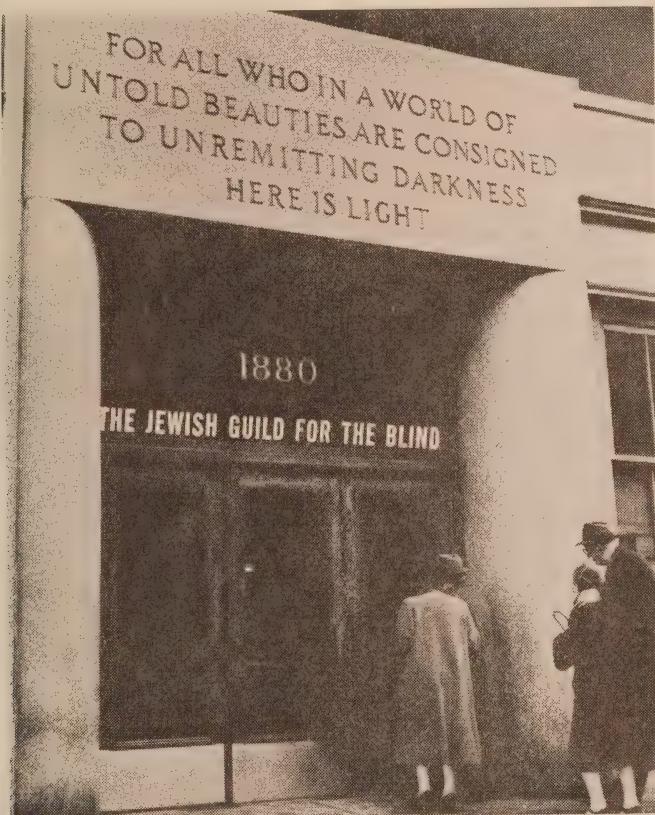
THE JEWISH GUILD FOR THE BLIND  
(non-sectarian)

1880 Broadway, New York 23, New York

John Rosenthal, President

Mrs. Sidney E. Pollack, Administrative Director

Mrs. Florence C. Starr, Director, Social Service



**Purpose:**

The Jewish Guild for the Blind, founded in 1914, is a non-sectarian, non-profit social agency supported by voluntary contributions. It is a multi-purpose organization serving visually handicapped people of all ages, races and religions. All aspects of the Guild's work are intended to assist the client, as an individual, through helping him and his family to use his maximum capabilities for integration in the normal life of a sighted commun-

ity. All new clients are first interviewed by an intake social caseworker and then referred to the particular Guild division which will best meet his needs. Fees for Guild services are based on ability to pay. Volunteer workers assist professional staff in carrying on many of the Guild programs.

**Services to the Aged Blind:**

The Home for the Aged Blind, 75 Stratton Street, Yonkers, N. Y., has a capacity for 135 men and women who are admitted from the

entire country. It offers complete maintenance, medical care and occupational therapy. There are on-premises, round-the-clock, medical and nursing facilities in clinical affiliation with Montefiore Hospital; intensive care is provided for chronically ill residents. There is a Boarding Home placement program for those who do not need institutional care and are unable to maintain their own homes. A special Group Work Program is conducted at the Home for the Aged Blind geared to the capabilities and interests of the elderly residents.

#### **Services to Young Blind and Visually Handicapped People:**

##### *Casework Services*

Children up to three are visited at home by a school teacher who helps parents handle primary training functions. The Children's School for multiply-handicapped blind children offers a full 9 to 3 program conducted at Guild headquarters; counseling service for families of these children is provided. The Guild cooperates with the Board of Education and other social agencies by offering a diagnostic and treatment program for emotionally disturbed blind children not enrolled in the Guild School.

##### *Psychiatric Clinic*

The Guild now operates the country's first and only state-licensed Psychiatric Clinic for treating multiply-handicapped children through 21 years, and their families.

#### **Social Group Work:**

A recreation program with therapeutic and rehabilitation emphasis is offered in cooperation with the Social Service Department, Children's School and Vocational Rehabilitation. It features varied activities for blind and visually-handicapped teenagers and adults. There is a summer camping program integrating both blind and sighted children and adults.

#### **Social Service Department:**

##### *Family Casework and Counseling*

In 1945, the Guild became the first agency in its field to completely professionalize its staff of social workers. The Social Service Department counsels clients and their families

on all problems related to blindness. Help is given in relearning daily living activities, such as traveling, keeping house, cooking, dressing. A complete course in "Better Living" is offered in the Guild Model Apartment.

#### *Social Work Education*

The New York School of Social Work, Columbia University, and the Guild maintain a joint Student Training Unit in social work services for the blind. Courses are given on the campus with field work at the Guild, conducted by a special Guild supervisor assigned to the unit. The Guild offers six fellowships each year to qualified casework students. The Guild also conducts student training programs in cooperation with New York University's Graduate School of Public Administration and other accredited schools.

#### **Vocational Services:**

Evaluation in a skill-development program is closely allied to the Guild-operated sheltered workshop program which provides employment for those who cannot compete in industry and gives training to those who can. Guild contract shop and sewing department manufacture consumer goods, crafts, and other sub-contract materials for private industry and the Government; Guild industries is affiliated with National Industries for the Blind and Industries of the State of New York. A placement service helps clients find jobs that require little or no vision. Help is also given clients in establishing and maintaining their own small business.

#### *Braille Library:*

The Guild Library has the country's largest private collection of hand-Brailled books, nearly 12,000 volumes, on subjects nowhere else available, circulated internationally. Books are Brailled on request, and talking books are available.

#### **Agency Affiliations:**

The Guild is a participating member of the Council on Social Work Education, Greater New York Council of Agencies for the Blind, National Conference on Social Welfare. It participates in the Community Council of Greater New York and the Greater New York Fund.

**LIGHTHOUSE FOR THE BLIND**

2315-21 Locust Street

St. Louis 3, Missouri



### MARYLAND WORKSHOP FOR THE BLIND

2901 Strickland Street, P. O. Box 4413, Baltimore 23 (Circle 3-4567); inc. 1908

William S. Ratchford, Superintendent

Quasi-public agency supported primarily by public funds, also by contributions and earnings. Services include training and employment; management of the vending stand program; home teaching and other home services; optical aids. Workshop manufactures consumer goods; participates in Government orders. Affiliated with National Industries for the Blind.

WESTERN BRANCH, 115 Milton Place,

Cumberland; Service Center, three Western Counties. Includes training and employment.

Member American Association of Workers for the Blind; Baltimore Council of Social Agencies; General Committee of Sheltered Workshops; National Broom Manufacturers; Allied Industries Association; Baltimore Association of Commerce; Cumberland Chamber of Commerce and Maryland Council for the Blind.

MINNEAPOLIS SOCIETY FOR THE BLIND, INC.  
and  
Regional Rehabilitation Center

1936 Lyndale Avenue South  
Minneapolis 3, Minnesota

Byron M. Smith, Executive Director

Frank R. Johnson, Associate Director

Harry L. Hines, Supervisor, Regional Rehabilitation Center



The Minneapolis Society for the Blind is a non-profit agency. Manufactures VICTOR PRODUCTS. Affiliated with the National Industries for the Blind and American Foundation for the Blind. Provides counseling, casework, recreation, home teaching evaluation and employment services. Maintains a residence for blind men and women needing medical and comprehensive services.

The Regional Rehabilitation Center provides personal adjustment services. Evaluation and help is extended in areas of attitudes toward blindness and the learning of compensating skills. The latter includes communications, self-care, personal grooming, activities of daily living, mobility-orientation, and eating skills.

Referrals for services accepted from any rehabilitation agency.

## NATIONAL BRAILLE CLUB, INC.

The National Braille Club, Inc., a non-profit organization organized January 4, 1946, is devoted to the advancement and coordination of volunteer services in the production of reading and educational materials for visually handicapped children and adults.

The membership is composed primarily of individual volunteers, who produce hand-copied Braille and large type books as well as disc and tape recordings, and professional workers who are interested in the production, distribution, and use of these materials by blind children in public and residential schools, college and vocational school students, and blind adults. These volunteers are major producers of the hand-copied books deposited in the regional libraries for the blind and the Division for the Blind of the Library of Congress.

The *Bulletin*, published three times a year,

*President*

Miss Effie Lee Morris, The New York Public Library, New York, New York

*First Vice President*

Mrs. Julian Levi, Chicago, Illinois

*Honorary Second Vice President*

Mrs. Sol Cohen, Miami Beach, Florida

*Honorary Third Vice President*

Miss Josephine L. Taylor, Newark, New Jersey

*Corresponding Secretary*

Miss Cecyl Bryant, New York, New York

keeps the membership informed of current developments in the field. Publications developed to aid transcribers are a training manual for arithmetic, an alphabetical index to the Nemeth code of Braille mathematics, a reference list of symbols for all grades of mathematics, physics and chemistry, mathematical tables, and a foreign language manual. PROCEEDINGS of the annual conferences are also available.

The Corresponding Secretary maintains a geographic file of members classified according to their skills and availability for extra assignments. The committee on Mathematical and Scientific Notation is currently cooperating with the Advisory Committee on Mathematics and Science of the AAIB-AAWB Braille Authority in the development of a standard code.

Services are supported by membership dues.

*Recording Secretary*

Miss Dorothy Lewis, Bronx, New York

*Financial Secretary*

Mrs. W. D. Earnest, Jr., Butler, New Jersey

*Treasurer*

Mr. Richard Hanna, Madison, New Jersey

*Editor of the Bulletin*

Mrs. George L. Turkeltaub, Great Neck, New York

*Immediate Past President*

Miss Georgie Lee Abel, San Francisco, California

### BOARD OF DIRECTORS

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### PUBLIC RELATIONS CHAIRMAN

Mrs. Joseph Bonoff, Route 2, Box 314, Excelsior, Minnesota

(Correspondence should be sent to the Public Relations Chairman)

## NATIONAL INDUSTRIES FOR THE BLIND

1120 Avenue of the Americas, New York 36, New York

Robert C. Goodpasture, General Manager



National Industries for the Blind is a non-profit organization incorporated in September, 1938, to serve as a central agency in carrying out the purpose of the Wagner-O'Day Act, which was passed in June, 1938. This Act provides for the purchase of blind-made products by Federal departments. National Industries for the Blind was designated by authority of the Act to serve as a channel of communication between the Government Committee (The Committee on Purchases of Blind-Made Products), Government departments that purchase blind-made products and the non-profit agencies for the blind that operate industrial shops and manufacture these products. In addition, NIB is constantly broadening the scope of service to agencies for the blind.

### Functions

Administrative responsibilities in the sale of blind-made products to the Government as provided by the Wagner-O'Day Act:

1. Qualification of agencies for the manufacture of blind-made products.
2. Allocation of Government orders.
3. Liaison between Government and contracting shops.
4. Determination of fair market prices of items on the Schedule of Blind-Made Products.
5. Study and recommendation of new items for the Schedule of Blind-Made Products.

Consultation services to participating agencies and non-participating agencies on request (in the latter case, at the discretion of NIB) on matters pertaining to the development of industrial shops for the blind in relation to going or anticipated programs.

Assistance in the initiation of shop programs which promote permanent and remunerative employment for the blind, and eventual placement in industry.

Development on a national basis of outlets for the sale of blind-made products.

Research and development on new products that the blind can manufacture advantageously.

Centralized procurement of certain raw materials used in the manufacture of blind-made products.

Acts as consultant and central information source in cooperating with agencies for the blind and all government enforcement agencies in the prevention of exploitation of blind workers through the products they manufacture, particularly in the area of direct-to-consumer sales of blind-made products.

Development of the Skilcraft trademark, which is the guarantee to the public of an authentic blind-made quality product.

Provision of informed opinion on a national level on all matters relating to, and for the improvement of, workshops.

Liaison between industry and shops.

### Services

Field consultation service to participating and non-participating agencies in connection with qualification for Government contracts, production and quality control procedures and related problems, such as those of purchasing, pricing, packaging, marketing, and adequate training programs within the shop.

Field visit to each participating agency at regular intervals by a qualified member of NIB staff to promote good agency public relations, to afford NIB first-hand observation of problems confronting individual agencies, and to assist and advise in any one or more of the areas listed.

Conferences, seminars or regional meetings at specified periods.

Active participation in and cooperation with professional organizations offering useful resources.

Public information programs on a national level to stimulate markets for products and skills of authentic blind industries. At present, this includes a bi-monthly publication and distribution of film.

Comprehensive monthly bulletin service to participating agencies.

**THE NEW YORK ASSOCIATION FOR THE BLIND (THE LIGHTHOUSE)**  
 (Founded 1905; Incorporated 1906)

111 East 59th Street, New York 22, New York

William M. Robbins, President; Allan W. Sherman, Executive Director  
 Marian Held, Director, Department of Direct Services

Serves blind people of any age regardless of race or creed in Manhattan, Bronx, Queens, Richmond; managed by Board of Directors; maintained by private funds.

**Adjustment:** Social casework, medical social service, psychological guidance, preschool service for children and parents, home teaching and friendly visiting (also to hospitals and institutions), low vision lens service, hearing screening program, talking books, Braille library, volunteer reading service.

**Training:** Evaluation; pre-vocational and vocational training, including instruction in such skills and techniques as Braille, foot travel, handicrafts, home-making and personal care, script writing, commercial subjects, including complete courses in transcribing typing; English for foreign-born; newsstand operation; and industrial training for sheltered shops and outside placement (approved center for VRS trainees); scholarships for regular undergraduate and graduate students, and also for those taking special courses; nursery school and music school.

**Employment:** Vocational counseling placement at Lighthouse Industries, newsstand placement and supervision, industrial and commercial placement, part-time handicrafts.

**Recreation:** Recreational activities for all ages, including dramatics, clubs, swimming, bowling, dancing, sports and games, crafts, social entertainments, choral groups, opera and theatre ticket distribution.

**Research:** Encourages glaucoma screening projects through grants to hospitals and other medical facilities; cooperates in establishing permanent screening programs in industrial and business firms. Applied research in Low Vision Lens Services.

**Braille Transcribing Service:** Publishes two magazines: *The Searchlight*, free worldwide distribution to blind children; *The Lighthouse Gleams*, for adults; maintains an extensive library of Braille music.

**VACATION CAMPS:**

**Camp Lighthouse**, Waretown, New Jersey—for teenagers and young adults. Capacity 52. In operation for 10 weeks.

**Camp Munger**, Cornwall, New York—for children 6-10 years. Capacity 16. In operation for 8 weeks.

**Lighthouse Pre-school Day Camp**—Manhattan—for children 4-6 years. Capacity 22.

**Lighthouse Queens Center Summer Day Camp**—for children 8-11 years. Capacity 35.

**River Lighthouse** (Hardy Memorial Home), Cornwall, New York—for blind adults, residents of Greater New York. Capacity 60. In operation for 10 weeks.

**FACILITIES IN QUEENS:**

**Lighthouse Queens Center**, 60-05 Woodhaven Boulevard, Elmhurst, provides complete services for blind residents of Queens at its Manhattan headquarters. The Center is also used for the Summer Day Camp Program for blind children.

**Residence for Women**, 60-15 Wetherole Street, Elmhurst — capacity 30.

**Residential Clubhouse for Men**, 31-65 46th Street, Long Island City—capacity 38.

**Lighthouse Industries**, 36-20 Northern Boulevard, Long Island City, Carl E. Olsen, Manager. Employs 175 blind men and women; manufactures and sells brooms, mops, toy sets, scarfs, brushes, baby blankets, pillow cases, detergents and a number of other articles, under the label "Lighthouse Quality Products." Member of NIB.

**Public Interest Department**, Neil Reiser, Director. Obtains public support, and through the Division of Public Information and Education, all media are used to educate the public about the causes and prevention of blindness and about the abilities of blind people. Also operates *The Lighthouse Craftshop* at 111 East 59th Street, where blind-made products are sold.

**OFFICE FOR THE BLIND**

Department of Public Welfare  
Commonwealth of Pennsylvania  
Harrisburg, Pennsylvania

An Agency Member of AAWB

**PENNSYLVANIA ASSOCIATION FOR THE BLIND**  
 (est. 1910; inc. 1912)

1607 North Second Street, Harrisburg, Pennsylvania

Merle J. Fairbanks, President; Philip N. Harrison, Secretary; Leon D. Metzger, Treasurer; Gertrude L. Ulshafer, Executive Secretary.

Purported to be the only voluntary, state-aided, STATE-WIDE organization for the blind in the country actually functioning upon the state-wide level.

(1) Serving the general well-being of Pennsylvanians, already blind or partially sighted, including gainful employment; (2) Preventing unnecessary blindness in intimate collaboration with medical and auxiliary professions. This Association functions through its corporate headquarters at the above Harrisburg address and 31 local branches. The parent organization directly serves the 24 Pennsylvania counties in which no branches have been established.

**Branch Addresses:**

Armstrong-Indiana Branch, 115 North 6th Street, Indiana

Beaver County Branch, 616—4th Street, Beaver Falls

Bedford Branch, 209 West Pitt Street, Bedford

Berks County Association for the Blind, 2020 Hampden Boulevard, Reading

Blair-Centre Branch, 1912-14—8th Avenue, Altoona

Bucks County Branch, 171 South Main Street, Doylestown

Butler County Branch, 308 West Cunningham Street, Butler

Cambria County Branch, 301 Vine Street, Johnstown

Carbon-Monroe Branch, 44 Susquehanna Street, Jim Thorpe

Chester County Branch, 71 South First Avenue, Coatesville

Delaware County Branch, 100-106 West 15th Street, Chester

Erie County Branch, 2402 Cherry Street, Erie

Fayette County Branch, 51 North Mt. Vernon Avenue, Uniontown

Hazleton Branch, 571 Alter Street, Hazleton  
 Juniata Foundation Branch, 658 Valley Street,

Lewistown

Lackawanna Branch, 228 Adams Avenue,  
 Scranton

Lancaster County Branch, 506 West Walnut Street, Lancaster

Lawrence County Branch, 319 North Jefferson Street, New Castle

Lehigh County Branch, 614 North 13th Street, Allentown

Lower Susquehanna Branch, 241 Chestnut Street, Sunbury

Lycoming County Branch, 901 Memorial Avenue, Williamsport

Mercer County Branch, 69 South Oakland Avenue, Sharon

Montgomery County Association for the Blind, 702-04 West Marshall Street, Norristown

Northampton County Branch, 129 East Broad Street, Bethlehem

Philadelphia Association for the Blind, 100 East Price Street, Philadelphia

Pittsburgh Branch, 308 South Craig Street, Pittsburgh

Tri-County Branch, 2336 North Third Street, Harrisburg

Venango County Branch, 406 West First Street, Oil City

Washington County Branch, 254 North Main Street, Washington

Westmoreland County Branch, 103 Alexander Avenut, Greensburg

Wilkes-Barre Branch, 35 East Union Street, Wilkes-Barre

The Association's Mobile Eye Clinic, since its inception, has provided over 15,000 eye examinations for medically indigent Pennsylvanians in those rural areas of the Commonwealth where ophthalmological services are unavailable or limited. The Mobile Eye Clinic is operated by the Pennsylvania Association for the Blind in cooperation with the Department of Public Welfare, Office for the Blind, Commonwealth of Pennsylvania.

**PERKINS SCHOOL FOR THE BLIND**

Watertown 72, Massachusetts  
Founded 1829

A member since 1947  
The New England Association of Colleges and  
Secondary Schools

A private school serving blind and deaf-blind children  
from kindergarten through high school  
college preparatory, academic, commercial,  
and industrial arts courses

**TEACHER TRAINING DEPARTMENT**

Two graduate programs in cooperation with  
Boston University  
for teachers of blind and  
deaf-blind children

**HOWE PRESS OF PERKINS SCHOOL FOR THE BLIND**

Manufacturers of  
The Perkins Brailler  
and stereotyping equipment

For further information and the borrowing of two motion pictures, "The Perkins Story"  
and "Children of the Silent Night", write the Director.

## SECOND SIGHT-GUIDE DOG FOUNDATION FOR THE BLIND, INC.

Established in 1946 as Guiding Eyes, Inc.  
Incorporated since 1949 as Guide Dog Foundation for the Blind, Inc.

Administrative Office: 71-11 Austin St., Forest Hills 75, N. Y.  
School, Training and Recreation Center: Smithtown, Long Island



"Guiding Eyes"

"Second Sight"

Second Sight-Guide Dog Foundation for the Blind, Inc., is a non-profit organization incorporated under the Membership Corporation Laws of New York State and is supported entirely by public contributions and annual memberships. It is directed by an elected Board who serve voluntarily . . . without compensation.

**Purpose:** To provide scientifically trained guide dogs to blind men and women throughout the United States, thereby enabling them to lead productive and independent lives.

**Qualifications:** Total blindness or such little light perception so as not to interfere with the proper use of the dog. Good physical and mental health. Constructive purpose and the ability to provide proper care and housing for the dog.

**Classes:** To allow for maximum individual instruction, classes are composed of six to eight students and are scheduled every other

month. The training course requires a minimum residence of four weeks at the Training Center in Smithtown, L. I.

**Tuition:** None. The course includes the trained guide dog; instruction in its use and care; board and lodging; equipment; and post graduate consultation and follow-up.

**Transportation:** Student pays own transportation. However, assistance is given when necessary.

**Additional Services:** Vacation Program . . . a recreational program for graduates with their Guiding Eye or Second Sight guide dogs, integrated with prospective students to develop a comprehensive understanding of the Foundation's guide dog program.

Dr. H. J. Sachs, President  
Awarded the AAWB Seal of Good Practice  
for 1962.

The Most Experienced  
Dog Guide School  
in America

THE SEEING EYE,  
INC.

Morristown, N. J.

Founded in 1929

Serving the United  
States and Canada



During 1963 (our Thirty-Fourth Year) the total number of dogs placed in service will surpass *Four Thousand Four Hundred Eighty*.

Ask your local or state agency for information, or write directly to The Seeing Eye. Films, literature and advisory counsel in mobility rehabilitation are available on request. Qualified applicants served promptly and professionally.

## SOCIAL CENTER FOR THE BLIND, INC.

Seattle, Washington  
MAin 4-7363

The Center is providing blind people, their families and friends with social, recreational and informal educational activities.

The Social Center was opened November, 1948, and in August, 1951, was incorporated as an independent agency of the Community Chest and Council with its own Board of Trustees.

All operating funds come from the United Good Neighbors organization. The Center has a special projects fund and a building fund supported by friends of the Center through their generosity. Special projects funds are used to secure equipment and other items necessary to carry on the Center's many activities.

**Activities:** Bowling, Camera Club, chess, card games, checkers, bingo, movies, sewing, potluck dinners, picnics, boat cruises, ceramics, group singing, cane travel, cooking, drama, dancing.

**Services:** Classes in many subjects are instituted as the need arises, such as Braille reading, homemaking, cooking, typewriting, handwriting.

Consultation is offered to families, in which there is a blind member, on how to best help him in his adjustment.

The Social Center assists in procuring special tools, aids and devices, such as Braille watches, timers, micrometer, insulin syringes and many other items.

Volunteer Readers will record text material to suit an individual's needs . . . student's study matter, news magazines, etc.

Referrals are made to other agencies serving the blind.

We believe in the soundness and effectiveness of our program. We will continue to do everything we are now doing and also be aware of changes in needs which might alter our program of serving blind people of our community, and their families.

## UTAH STATE LIBRARY DIVISION FOR THE BLIND

1488 So. State St., Salt Lake City 15, Utah

### Area Served

The Utah State Library, Division for the Blind, is a regional library serving blind residents of Utah and Wyoming. All services given are free including delivery and return of books by parcel post.

Books for the blind are provided by the Library of Congress, through its Division for the Blind. This activity is made possible by an annual appropriation authorized by the act of Congress of March 3, 1931, as amended (2 U. S. C., 135a).

### Book Collection

The book collection consists of the following types of reading material:

- ★ Talking Books
- ★ Braille Books
- ★ Tapes

The best and most readable adult and children's books are represented in the collection.

Blind patrons can expect the same kind of reading offered to a sighted person patronizing a public library.

### Talking Books

A "talking book" can be described as a recording of the voice of a good reader on phonograph records. Books recorded include classics, current fiction, and non-fiction. Most popular are THE BIBLE, BOOK OF MORMON, mysteries, westerns, biographies, best-sellers and other books that are conversational topics of the day. Popular periodicals offered include *Reader's Digest*, *Newsweek*, and *Ellery Queen Mystery Magazine*.

### How to apply for "talking books"

Utah residents should make application for

loan of a talking book machine to the Utah Commission for the Blind, 309 East First South, Salt Lake City 11, Utah; Wyoming residents should make application to the Division of Deaf and Blind, State Department of Education, Cheyenne, Wyoming. The application should be accompanied by a certificate as to the degree of blindness, signed by a licensed physician ophthalmologist, or optometrist.

Upon acceptance of the application, you will be furnished with a talking book machine and we will be notified that you are ready for service. We will then send you complete information and a registration form by mail.

### Braille Books

Braille Books and 42 magazine titles (grade two) are available to any resident who is legally blind. Books on the same variety of subjects as talking books can be found in the Braille collection. For information write directly to this Library. We will send you complete information.

### Tapes

"Books on tape" is a special service given by this Library. It is primarily designed to help legally blind high school and college students who need to have their textbooks recorded.

"Books on tape" also supplements the talking book collection. Patrons who have access to a tape recorder may request specific titles to be recorded on tape, if they are not available in talking book form.

Several excellent magazines are available on tape, including QST, a magazine for radio amateurs, recorded by this Library. For information and service, contact us either by mail or telephone. (IN 7-5237)

**VOLUNTEERS SERVICE FOR THE BLIND, INC.**

332 South 13th Street, Philadelphia 7, Pennsylvania

A national volunteer organization which produces material in hand-transcribed and pressed Braille, sound recordings on disc and magnetic tape, and which embosses and distributes Braille periodicals.

## MEMBERSHIP ROSTER FOR 1962

### Key to Classification

1. Administrators and Executives of Public voluntary agencies serving blind persons at national, State, and local levels, and Board Members of governing bodies.
2. Rehabilitation and Employment Services.
3. Social Case Services.
4. Educational Services.
5. Literature and Library Services.
6. Group Services — Recreation, day centers, residences.

### Explanation of Symbols

\*Life Member.

†Installment Life Member.

‡Honorary Life Member.

### ALABAMA (31)

ASTON, Henry W.  
936 5th St., W., Birmingham 4.

BISHOP, Ralph (2)  
508 Oak Circle, Talladega.

BROOKS, Alfred Detroyn (2)  
Counselor, Veterans Hospital, Box 511, Tuskegee City.

COOPER, Alex L. (2)  
Counselor, Adult Blind Dept., Ala. Inst. f/t Deaf & Blind, 466 S. Lawrence St., Montgomery.

COX, Hezz M.  
716 Cherokee St., Talladega.

DeLONG, Charles J. (3)  
Counselor, Adult Blind Dept., Ala. Inst. f/t Deaf & Blind, 629 S. 18th St., Birmingham 5.

GENTRY, E. H. (1)  
Pres., Ala. Inst. f/t Deaf & Blind, P. O. Drawer 17, Talladega.

GLENN, Miles A. (2)  
Chief. Instr. f/t Blind, Veterans Administration Hosp., P. O. Box 539, Tuskegee.

GRANGER, John L. (1)  
Prod. Mgr. of Shops, Adult Blind Dept., Ala. Inst. f/t Deaf & Bind, P. O. Drawer 17, Talladega.

GREGORY, Roy G. (2)  
Counselor, St. Voc. Rehab. Agency, 629 S. 18th St., Birmingham 5.

HARRIS, James O. (2)  
Counselor, Adult Blind Dept., Ala., Inst. f/t Deaf & Blind, P. O. Drawer 17, Talladega.

HODGES, Miss Jerrie  
2064-D Bragg Ave., Mobile.

HURT, George L. (2)  
Asst. Supv., St. Voc. Rehab. Agency, 629 S. 18th St., Birmingham 5.

IVEY, Mr. Travis (4)  
Instr., Adult Blind Dept., Ala. Inst. f/t Deaf & Blind, P. O. Drawer 17, Talladega.

JACOBS, Homer L. (2)  
Asst. Supv., St. Voc. Rehab. Agency, 466 S. Lawrence, Montgomery.

MCALBEE, J. W. (2)  
Counselor, Voc. Rehab. Agency, 466 S. Lawrence, Montgomery.

MCCLAIN, Vera J. (3)  
Home Teacher, St. Voc. Rehab. Agency, 629 S. 18th St., Birmingham 5.

McFADEN, George G. (3)  
Asst. Supv., St. Dept. Educ., 416 St. Off. Bldg., Montgomery.

OWENS, Clinton  
Supv., Voc. Rehab. Service, St. Dept. of Educ., 316 Longwood Dr., S.W., Huntsville.

PARSONS, John B. (2)  
Counselor, Ala. Inst. f/t Deaf & Blind, 629 S. 18th St., Birmingham 5.

PORTER, W. T.  
Supv., Voc. Rehab. Service, St. Dept. of Educ., 503 Conti St., Mobile.

RYALS, Charles E. (2)  
118 Yerby School, 503 Conti St., Mobile.

SCRUGGS, Mr. B. Q. (4)  
Prin., Ala. Inst. f/t Deaf & Blind, School for White Blind, 805 Ashland Rd., Talladega.

SHAW, George T. (4)  
505 E. Roberts St., Talladega.

SLATE, Royce (2)  
Business Enterprises, Adult Blind Dept., Ala. Inst. f/t Deaf & Blind, P. O. Box 1366, Decatur.

†TATUM, BRAXTON C. (2)  
Genl. Mgr., Adult Blind Dept., Ala. Inst. f/t Deaf and Blind, P. O. Drawer 17, Talladega.

THRIFT, Miss Carolyn  
Home Tehr., St. Voc. Rehab. Agency, 472 S. Lawrence St., Montgomery.

VANCE, Harrell T. (2)  
Counselor f/t Blind, Ala. Inst. for Blind Veterans, 629 S. 18th St., Birmingham 5.

WHEELER, Miss Beatrice  
Powell School, 2331 6th Ave., N., Birmingham.  
WHITTEN, C. W. (1)  
Gen. Mgr., Mobile Assn., f/t Blind, 500 St.  
Michael St., Mobile.  
WISE, O. F. (1)  
Dir., St. Dept. of Educ., 416 St. Office Bldg.,  
Montgomery.

## ARIZONA (0)

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